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ABSTRACT

This is the developmental segment of a three-phase research demonstration program that has designed special models in counseling, curriculum, and media for use by 50 students identified as grossly alienated from the educational process and most aspects of personal adjustment and community life. As the student achieves in both academic classes and in an industrial training position, three options will be developed for his consideration: (1) The individual will return to school as a full-time student, either quitting his job or working only part time, (2) The student will retain his job and participate in General Education Development (GED) classes for a diploma, and (3) The student will eventually return to complete his high school training, but for the present will continue his employment. The program postulates that through intensive, supportive, and adaptive personal counseling, use of relevant curriculum, and economic satisfaction derived from paid on-the-job training, the student will be recycled into mainstream education. In Phase II implementation, the pilot program will become operational. (Author/GEB)

FINAL REPORT

PHASE I -- PROJECT S. E. T.
(Project No. 30918)

Pittsburgh School District
Pittsburgh, Pennsylvania
August 31, 1970

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DEVELOPMENT PROJECT

COOPERATIVE WORK-STUDY PROGRAM FOR EDUCATIONALLY ALIENATED STUDENTS

PHASE I

PROJECT S. E. T.
(Select Employment Trainee)

Project No. 30918

Occupational, Vocational, and Technical Education
The Pittsburgh Board of Public Education
Pittsburgh, Pennsylvania

August 31, 1970

PREFACE

The National Advisory Council on Vocational Education in its third report to the Secretary of Health, Education, and Welfare and Congress deals with what it considers to be the basic challenge to American education: Can it equip, for effective participation in today's life, the 20 per cent of the population now excluded because of inadequate educational opportunity?[1] In today's technological society, vocational opportunities for the uneducated, untrained individual are rapidly disappearing.

In order to give equal support and emphasis to all student programs, the Pittsburgh Board of Public Education, in 1964, created the Division of Occupational, Vocational, and Technical Education. Its stated goal was to provide a marketable vocational skill for every student not planning on college training.[2]

Project S.E.T., discussed in this document, is an extension of current work-study programs and recognizes that many students are not being served by existing educational options and for a variety of reasons are accurately described as alienated from school, community, and vocational adjustment.

With the support of specialists in counseling curriculum and media, models have been developed to respond to the special needs of such students with the objective of reintegrating them into mainstream educational programs while equipping them with marketable vocational skills.

The Division of Occupational, Vocational, and Technical Education acknowledges the contribution of Canice Connors, Lois Emler, and Thomas Fernekes in developing said models included with this document.

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[1] Economic Opportunity Report, pp 4 FF, Vol. 5, No. 28, July 13, 1970.

[2] Survey of the O.V.T. Division, Charges, Accomplishments, Plans, Jerry C. Olson, Assistant Superintendent for System-Wide Programs and Services, Pittsburgh Public Schools, Pittsburgh, Pennsylvania, September, 1969, pp 11 FF.

ABSTRACT

Project S. E. T., Phase I, developmental segment of a three-phase research demonstration program, has designed special models in counseling, curriculum, and media for use by 50 students identified as grossly alienated from the educational process and most aspects of personal adjustment and community life. While the models are designed to serve a limited population for pilot implementation, they will be continuously modified in Phase II through program experience to create a final comprehensive approach suitable for system-wide adoption.

As the student achieves in both academic classes and in an industrial training position, three options will be developed for his consideration. Listed in order of importance they are:

1. The individual will return to school as a full-time student, quitting his job or working only part time.

2. The student will retain his job and participate in G. E. D. classes for a diploma.

3. The student will eventually return to complete his high school training, but for the present will continue his employment.

The program postulates that through intensive, supportive, and adaptive personal counseling, use of vocationally relevant curriculum and media, and providing economic immediacy satisfaction through paid on-the-job training, the alienated student will be recycled into mainstream education by his own preference.

In Phase II implementation, the pilot program will become operational.

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METHODS

SECTION 1

Purpose

Initial program efforts were directed toward selecting a target school and identifying a potential population of alienated students. Oliver High School has been the scene of numerous confrontations and events which by their very nature suggest serious student alienation from school, community, and personal life. The communities surrounding this school are constructed geographically and socially to contain all the classic elements necessary to produce alienated young people. The lines are drawn between some of the lowest socio-economic neighborhoods predominately black and middle class neighborhoods predominately white. The young people from these communities, black and white, attend Oliver High School. They bring with them differing sub-cultures and life styles which are frequently in conflict. While the young students confront and agitate on a level they understand, i.e., race, the real reasons (educational, economic, social, cultural) they find themselves at odds are essentially ignored in the heat of "battle." The real reasons for the turmoil are important and suggest a method of dealing with the product and his needs, the alienated student.

Population Description

Before discussing an approach designed to assist and support the alienated student and return him to mainstream education with restructured values, it is necessary to focus more closely on his total life situation. Actual student contact is reserved for program implementation in order to first prepare a multi-faceted dynamic, goal-oriented approach to answer his needs. Staff selection should also be completely guided by the nature and needs of the potential population.

Realizing the importance of individual difference and exceptions to general descriptions, consultations were arranged with school administrators, teachers, counselors, and community social service workers to prepare a general description of the "alienated student," included in this report as Appendix I.

Staff Selection

Having described the guidelines to be used in identifying the alienated student, the stage was set for staff selection and delineation of responsibilities. Staff selection was based on three major points listed by order of importance:

1. Personal characteristics: including ability to communicate with the population, an understanding and acceptance of their unique needs, and a goal-oriented program approach designed to be highly responsive to these needs.

2. Past experience: providing service to deprived, alienated youths, demonstrating a comprehensive knowledge of their area of specialty.

3. Education: sufficient education to indicate proficiency in an area appropriate to their program responsibility.

Selected staff included a Program Specialist Writer to develop curriculum, a Media Consultant to recommend and develop media materials and program units for basic educational training, and a Clinical Psychologist to design an operational counseling model.

Function Assignments

Program concepts and objectives were discussed in a group meeting and the staff was given a copy of the Phase I developmental proposal. Previously prepared job descriptions, which are included with this document as Appendix II, were distributed. The descriptions discuss responsibilities in a comprehensive fashion with no distinction made between Phase I developmental and Phase II implementation segments of the research, since any attempt to separate the two segments would simply require two job descriptions for each position. Because of the high degree of interaction in model structure, all team members received copies of all the job descriptions, which also helped to stress the team approach necessary to program development and implementation.

The job descriptions called for the development of three models, one each in counseling, curriculum, and media. During the development of the models, there was continuous interaction and communication between the specialists. Initial models (Appendix III) were completed in draft form and reviewed by the team. Final models were prepared only after each member read all model drafts. In reviewing the final models, considerable interaction is quite apparent.

It should be noted here that the models were developed on the basis of other research results in somewhat similar programs as well as with consideration to information from school, community, and industrial youth workers in the Oliver area. Considering that the program needs a base from which to start, the models can well fulfill this function. However, it must be stressed that the models were designed specifically to be modified on the basis of student personal, educational, and vocational needs as they are recognized during program operation. Final models, as they will appear next year, may have little if any resemblance to the models exhibited here, since they will incorporate findings of many months actual experience and the collection of considerable operational information.

SECTION 2

Instruments and Forms

Before the program becomes operational and to give it structure, pertinent forms and literature were prepared and selected. These instruments are:

1. A Message to Pittsburgh Employers
2. Forms for Student Parent Commitment
3. Forms for Recording Information on Business/Industrial Contacts
4. Student Insurance Applications
5. Business/Industrial Reimbursement Form
6. Chamber of Commerce Information Publication
7. Student Progress Report
8. Curriculum Content Form
9. Vocational Requirements Form

Copies of these instruments are included as Appendix IV. The Message to Pittsburgh Employers is a leaflet prepared for use in conjunction with personal visits to business/industrial companies in order to solicit and arrange on-the-job training positions for the students. The leaflet is designed to briefly explain program goals and elicit employer cooperation and participation. Commitment forms are to be used to register the student for the special program with parent awareness and consent. The Business/Industrial Contact Forms, completed after personal contact with a company, contain all pertinent information regarding a potential or actual on-the-job training position with a given company.

They are to be duplicated and distributed to all team members for their use and information. Student Insurance Applications are completed to arrange coverage for the student since he is not attending regular classes in a public school building. The Business/Industrial Reimbursement Form is to be completed by those companies requiring reimbursement for costs incurred in the training process. The Chamber of Commerce Information Publication was used to identify larger companies for potential employment.

The Student Progress Form will be used by both teaching and counseling professionals in preparing an individualized narrative evaluation for each program participant. By this method, each team member can be continually aware of student achievements, problems, suggested solutions, special needs, and requirements.

The Curriculum Content Form will be prepared monthly by the teaching professionals in order to document course modifications and even complete revisions where necessary. In this way, an orderly record can be maintained detailing the specific procedures and changes that lead to a final curriculum model.

Both the Student Progress Form and the Curriculum Content Form will be sent to the Project Coordinator who will prepare copies for other team members.

The Vocational Requirements Form will be prepared by the on-the-job training supervisor. It should discuss in a comprehensive way the specific academic, personal (behavioral), and vocational needs for a given position as well as problems, suggested solutions, and special company requirements. This form should be completed after a student is placed in the training position even though vocational needs have been documented previously on the Form for Recording Information on Business/Industrial Contacts. The reason for this seeming duplication is that information on a particular position received from a Personnel Director (or other executive) and recorded on the Information Form on Contacts may well vary from the position requirements as outlined by a work training supervisor. This may occur simply because each perceives the position from a differing orientation and background or because the company executive is not as cognizant of detailed job requirements as the man who trains for the specific position. The Vocational Requirements Form will also be sent to the Project Coordinator and distributed to team members.

Site Location

Following the research findings of the Neighborhood Youth Corps, local business firms have been contacted in order to arrange a possible

site for classrooms.[1] This was done to remove the student from the scene of previous failures (the school) and will also serve to divorce student perceptions of structured education from the program academic component. This approach is further enhanced by a planned educational program in Mathematics, English, and Social Studies that supports his vocational experience by initially teaching that which relates to his specific vocational requirements. The pilot implementation proposal, included as Appendix V, defines in detail methods and procedures in counseling, curriculum, and media, all of which support the premise that the program should remain flexible and highly responsive to the student's needs.

Employer Contact Methodology

Since contact with the student population is reserved for Phase II of the project, identifying specific on-the-job training positions was accomplished only in general vocational categories. A list of well-diversified industries in the geographic area to be served was prepared from two publications requested from the Chamber of Commerce:

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[1] The Neighborhood Youth Corps: A Review of Research, United States Department of Labor/Manpower Administration, Manpower Research Monograph No. 13, 1970, pp 44 FF.

The Smaller Manufacturers Council of Pittsburgh bi-annually publishes a classified directory of products and services called the "Purchasing Agent's Handbook" which lists a number of companies with address, phone number, and the type of work performed and products and services offered. The other publication is titled "Information" and contains the same information just described, but for "Major Firms" employing over 500 persons. This listing is included in Appendix IV. Only those companies within reasonable traveling distance from the Oliver High School communities were contacted. Appointments were arranged with Personnel Directors and, where possible, other executives in a position to make a company commitment to Project S. E. T.

Employment Procedures

In personal meetings with company representatives, the Project Coordinator explained basic program concepts and objectives such as continuous supportive counseling for all students and an academic component highly responsive to vocational needs. The student population was described as it appears in Appendix I. Potential problems were projected by both parties and reviewed as to methods of resolution within program concepts. It was made clear that students would, in

the majority of cases, not bring with them skills necessary to any given job training opportunity, but only a personal interest and job-related vocational potential as demonstrated by previous simulated work experiences, both in skill training classes and in job sample testing. Companies were also informed that reimbursement could be made for substantiated time expended in the training function and, in addition, students were to receive scale training wages. Where response to possible program participation was favorable, the company representative was requested to identify potential on-the-job training positions for both male and female students. Arrangements were concluded for a second visit with each company to be scheduled when and if an individual student was identified as a possible training prospect for a specific position. It is intended that the second visit will permit a comprehensive discussion of the prospective student trainee between the Project Coordinator and the employer and training supervisor. A third visit will be scheduled to accompany the student to his initial interview for position familiarization and introduction to his training supervisor. All concerned will be aware that program specialists are at their disposal for any reason related to student performance and success.

SECTION 3

Conclusion

Program implementation can begin with the selection of the teachers. All other team members are tentatively selected and awaiting authorization to proceed with Project S. E. T. This is a timely project dealing with people and problems as they exist in school systems today. While no one expects to achieve the "ideal," efforts will be directed toward assisting the individual to operate at or near his optimum in terms of his skills and abilities, establish good relationships and techniques of adjustment with others in his environment, engage in a vocation of his preference which is self-sustaining and recognize and act out his role in society in both formal and informal social institutions.

Results and Findings

Project S. E. T. consists of two segments: Phase I, Development of the models included and discussed here and Phase II, Pilot Implementation which has not yet begun. Results and Findings, as well as Conclusions and Recommendations, must logically await program operation and completion.

APPENDIX I

Description of Student Population to be Served

Description of Student Population to be Served

In consultation with school administrators, teachers, counselors, and community social service workers, the alienated student was recognized as a deprived student from an economically depressed neighborhood. His family structure was described as unstable with marginal economic resources and existance. Productive family influence and support, assistive to adjustment, and achievement is lacking. This individual's sub-cultural often has not been effective in helping him internalize a common middle class value for work or education. Though he may have good basic intelligence, he does poorly on standardized tests that frequently disregard or make poor provision for cultural differences. He finds traditional education completely unresponsive to his needs, developed in a deprived sub-culture, highly occupied with economic survival. He approaches the educational process, largely structured with values and culture foreign to him, with poor academic preparation, mistrust, hostility, emotional problems, some degree of negativism, and ultimately a sense of utter frustration.

This general portrayal is not meant to imply that all students will fit this description and, therefore, can be served with one structured model approach. The program is cognizant of the unique individuality of each student and the description may be considered a general

base point from which a more personalized evaluation must be develope

on an individual basis.

APPENDIX II

Job Descriptions and Charges for:

1. Clinical Psychologist
2. Program Specialist Writer
3. Media Consultant

Job Description

Clinical Psychologist

Design a counseling model responsive to the population as described (Appendix I) and incorporate within its structure techniques for contact methodology and forms for student, parent, program commitment. The model should be characterized by extensive assistance in adaptive approaches to the varied presenting problems which will be identified as the counseling function is initiated. The student population is expected to demonstrate values, attitudes, personality problems, and perceptions not conducive to educational, vocational, and social adjustment. Most students will arrive fresh from a recent (educational) failure which is an experience that has been cummulative in their total life style. Within this framework, the counseling model should support and guide the student in an adaptive process designed to make possible program participation.

The model should be directive to the counselors in developing a personality profile to identify problems needing attention before program participation. In addition, methods by which program participation may be ellicited should be reviewed.

A format should be designed to assist the counselors in developing a comprehensive, written assessment of their educational needs

and vocational interests and potential. Assessing individual vocational potential may be accomplished either through consultation with skill-centered teachers and other school professionals or through pre-vocational testing by job sample technique.

Having identified broad educational and career goals, the model can then outline methods and information required for pre-vocational counseling. A wide range of vocational information must be conveyed to the student and should include expected interview behavior requirements necessary to work, social attitudes, and employer expectations.

The model should also structure an approach to introduce the academic component to the student since this has been a historically negative experience for him. This may be accomplished by introducing academics as being specifically designed to meet his individual educational needs appropriate to his immediate vocational experience as well as preparation for future higher level vocational achievement. Education's potential for influencing total life style, both esthetic and practical, should be stressed. The overall objective should be to assist the student to develop a positive view of a rewarding process.

Methods of follow-up should be developed though the procedure will not be a distinctive, recognizable process in its inception since the counseling function will be continuous during the entire program.

Follow-up should have as its prime function conveying to team members student perceptions, experiences, changing attitudes, values, and goals. The student's problems, adjustments, and successes should be reviewed, dealt with, recognized, and conveyed to team members in order that the program may be modified and remain responsive to student needs. This process will make essential inputs to both curriculum, media, and on-the-job training experiences.

Since the counseling model's impact may best be measured in terms of changes in individual student behavior, values, personality, and general life status, the model should make provision for an evaluative process designed to measure such changes.

Job Description

Program Specialist Writer (Curriculum)

The curriculum and media models will become simultaneously operational as program participation progresses and students are registered for classes. The educational component should be designed to motivate and respond to the special academic, vocational, and personal needs of the student who has not been responsive to traditional curriculum. This can be accomplished through consultation with the counseling team and with teachers from local schools and by recognizing that immediacy is an integral component of the student's culture and economic need is his constant companion.

An educational program in Mathematics, English, and Social Studies that supports his vocational experience by initially teaching that which relates to his specific vocational requirements (which supplies financial reward) should gain favor with the student and encourage continuous participation.

English grammar, punctuation, and spelling take on new meaning to a student working as an office clerk. It becomes the essential means by which the clerk may become a stenographer or secretary. Basic Arithmetic is the essential academic component to set up work in a machine shop. Social Studies can answer the needs of those

positions requiring extensive personal and public contacts. This relevancy should be designed into the academic component as well as stressed in the counseling model. The courses should be designed to demonstrate to the working student definite relationships between classroom work and on-the-job requirements. The initial model should allow for modification in order that curriculum may remain dynamic and comprehensive to answer projected future vocational needs at higher levels of employment. The essential approach will be to assist the student himself to identify and accept the relevancy factor.

The curriculum model should generally provide for daily classes of not more than three hours duration preferably meeting in the morning or before the work assignment. Class size should be limited to 15 students. However, provisions for time, length of class offerings, and number of students must remain highly flexible. It is not inconceivable that a teacher may find it necessary to spend time with a given student on a one-to-one basis. The model should recognize that classroom sites will be removed from the scene of successive failures (the school) and preferably located in a business/industrial setting and permit unconventional seating arrangements. Daily attendance is required unless other arrangements are made for individual students, and all absences should be reported the same day to that student's counselor.

The curriculum component will recognize that standardized tests have been found seriously inadequate for evaluation and measurement of deprived students and, therefore, must place an additional subjective responsibility on the teachers to determine student progress by means of group discussion and question-and-answer sessions.

Methods for evaluation of curriculum effectiveness may require a more subjective approach due to the lack of formal test results; however, it should be developed and included in total program evaluation.

Job Description

Media Consultant

For this population, there is general agreement that traditional teaching material and methods are irrelevant and ineffective. The alienated student has some definite, pre-conceived, culturally acquired notions as to what is interesting and, therefore, "worthy" of his attention. Media for his educational use should conform to his perception of "interesting."

The media model should consider that educational material presented in book or formal lecture form has considerable negative connotation to this student, especially if he is left to his own devices in the learning process. The major difficulty with this approach is that, even if the student were motivated to learn (which he will not be initially), he doesn't know how to organize his work or study in a manner conducive to learning. In addition, note-taking skills will be lacking and reading ability may be poor. These considerations dictate that media will present material in a very structured manner, in small units, and by methods designed to conform to a short attention span.

Movies, filmstrips, slides, and pictures should hold most appeal for the alienated student and should be used in conjunction with informal discussions. The model will recognize that television is an

excellent media since it tends to be pervasive in this student's culture. The media consultant should review Job Corps media and communicate with cooperating business/industry which should reveal material and methods of considerable significance.

Media can make substantial inputs to counseling procedures in suggesting and providing equipment for specialized techniques to assist in creating a student personal awareness, thereby assisting the individual in developing a strong positive self-image.

Media must also incorporate in its model, material and methods designed to convey basic program concepts to the population, team members, the school, cooperating industry, and the community. Each of these groups represents diverse, vested interests and would perceive the program substantially from their own frame of reference without modifying media factors.

The media model will direct prepared information to parents of the students since they may have formulated educational and social values they feel are appropriate for their children. Parents should be informed that the cooperative program will provide necessary remediation to re-cycle the student into mainstream education as well as give him specific work skills appropriate to available positions in business/industry.

School administration and faculty will be concerned with the total effect the program is having on the students. Media should arrange that they be kept continuously informed of student progress by means of statistical and written narrative reports.

Media will provide for dissemination of program precepts to cooperating employers and work station supervisors to stress the training and educational nature of the total program. This effort is directed toward continuing and broadening employer participation in order to provide a diverse sampling of vocational opportunities. In some cases, it will be necessary to involve and communicate with labor organizations to elicit their understanding and approval.

As substantial program success is achieved, the media model should develop material for student and team member use in addressing community and business groups to encourage their active participation and cooperation in program concepts and goals.

Finally, methods for evaluation of media should be incorporated as part of the model.

APPENDIX III

Developed Models for:

1. Counseling Component
2. Academic Component
3. Media Component

Counseling-Consulting Model for a Cooperative Work-Study Program for Educationally Alienated Students

Submitted by:

Canice Connors
Counseling Consultant

INTRODUCTION

This counseling-consulting model has been designed for the needs and specifications of a proposed work-study program for educationally alienated students. Since the development phase of the project did not include personal contact with the program population, it is assumed on the basis of research and experience with students of similar description that there is a two-fold source of alienation. First, they are alienated from themselves in the sense of lacking a positive self concept. Secondly, they are alienated from the social system in the sense of being generally perceived by others as unskilled and unsuited for productive social interaction. This double alienation suggests a sequence of counseling and consulting processes aimed at externalizing the sources of psychic and social energy, previously repressed or ignored, for therapeutic re-learning.

For purposes of convenience, the counseling model is presented as a separate unit; but during the implementation phase, it is expected that the program administrator, instructional personnel, skill-trainers, consultants, counselors, and enrollees will constitute in what they do and how they do it a continuous social process and learning community. The parameters of such a community will allow the student multiple opportunities to learn educational and work skills and to identify a fresh

personal and social concept of self. The student will not be reenforced for rehearsing memories of past failure or reindicating the "guilty parties." The counseling process in tandem with all program inputs will assist the student in concentrating on and learning from his experience within the total training program.

THEORETICAL POSTULATES

1. This model believes that alienation follows upon frequent failure of the individual to behave toward the "other" in function of direct personal experience. The alienated student habitually hesitates within the process of personal and social interaction and substitutes, for genuine feeling, a pattern of behavior designed in phantasy to protect a fragil self image. At this primitive moment of self alienation (i.e., the reluctance to behave in function of experience), he initiates a series of responses which generate negative interaction patterns. He feels negatively toward himself, presumes a similar response in the other, and then defends against the pain of such communication by unconsciously predicting and causing failures. These failures, in turn, provide occasion to displace depression-about-self into hostility-for-the-other. The way out of such a cycle must mimic the way in. The counseling relations need not analyze the situation but rather provide

the opportunity for externalizing all levels of self perception. In the patois of inter-personal perception theory, one needs to hear what the other thinks of him at the same time that he is becoming aware of what he thinks the other thinks of him.

2. The model postulates that every work situation demands a significant, readily available supply of conscious energy to achieve the primary goal of any job situation. Along with other variables, job failure follows upon subversion of this conscious energy to the service of unresolved conflicts and unconscious needs. Unless the individual learns and practices some satisfying resolutions in addition to skills, he drifts from one placement to the next, vulnerable to the human demands of each job. The program will be designed as a learning situation for the supervised examination of these unconscious sources of job conflict and frustration.

COUNSELING AND CONSULTING PROCESSES

Counseling embraces a series of differentiated processes, mutually contracted within the privilege of confidentiality, for the reflective examination of the major issues constituting the human condition. Within the program, this contract touches the mutual rights of staff and participants to openly share and negotiate each interpersonal

and role relationship within the program, to examine and decide upon the criteria and methodology for evaluation, to establish the right of access of each participant to program resources, such as time, space, and expertise. This contracting approach makes manifest what in the ordinary learning situation becomes an item of hidden agenda.

The anticipated major processes and related counseling issues:

1. The interpersonal counseling process and relationships between the counselor and each participant.

Within the contract for this individualized time, the student may examine in confidence whatever seems relevant or becomes so within this relationship. This is "his" time and there are no program expectations, beyond keeping scheduled appointments. This primary relationship should allow the security necessary to risk involvement and response within the other dimensions of the program.

2. The peer-relationship process.

To provide peer support and evaluation, small group process (not in excess of ten members per group) will be maintained throughout the time of the program. Time spent in these groups will allow for the examination of relational problems occasioned by the training situation, development of mutual support for program-perseverance, management of competition, peer evaluation, awareness for the feelings of others,

and learning the art of communicating. A member of the counselor team will maintain a non-directive leadership role throughout the life of each group.

3. Staff-student process.

At regular intervals, meetings would be scheduled for everyone involved in the program. These sessions would occasion learning experiences for examining the issues of authority, responsibility, and evaluation. Each staff member would be encouraged to remain in role to provide a learning situation in which the student might examine the ramifications of his social identity.

4. Staff process.

Since every program tends to victimize its membership with the unexamined and unresolved issues among its leadership, it is imperative for the staff to spend time examining its own feelings, expectations, and frustrations. This type of openness generates a credibility in the participants, provides inter-staff support, and protects against student manipulation of one staff member against another.

5. Evaluation processes.

This dimension of the program should be managed in a manner significantly different from that used by the school system. The evaluation should be mutual. Each student should submit a description of his

experience within each eight-week segment of the program. Correspondingly, the staff must generate a qualitative assessment of his progress and communicate this in a session that permits student response. The evaluation should produce a judgment about the structure and content of the program for the next eight weeks.

Since the counseling program is designed to affect the way in which each student perceives himself and sees himself perceived by others, it is appropriate to use an evaluative instrument to validate the development of this interpersonal perception process. The suggested instrument (sample attached) is part of an interpersonal perception method which describes an individual as he is experienced and experiences himself within relationships. It thereby avoids the quantified, normative approach of classical psychological testing in favor of a descriptive process. The instrument can be rephrased for the students and staff of the S.E.T. program.

COUNSELING AND CONSULTING ROLES AND RESPONSIBILITIES

1. Each counselor will have a direct responsibility to the students assigned to his attention to develop and maintain a counseling relationship. Within this function, he is the agent of the student according to the ethos of the counseling profession.

2. Since each counselor was recruited on the basis of knowledge of social systems and its influence on human development, they will have a team-consultant function to the rest of the program staff. They will advise on the maintenance or change of strategies that touch the learning-training situation or any other major program process. This should allow the program to remain flexible to the needs of the student.

3. In the professional exercise of their counseling and consulting roles, the counselors will be solely responsible to the supervisory judgment of the psychological-counseling consultant. Any internal or external evaluation of their professional behavior will be communicated to this consultant for appropriate action.

4. In administrative matters and for job accountability, they are in line relationship to the Program Director.

SELECTION PROCEDURES

Initially, potential candidates for the program have been identified on the basis of extended absence from a classical public school setting. As the selection process develops, criteria will be broadened to take into consideration the population description as developed in Exhibit 1. Selection of suitable participants should be managed by four or six counseling trainees not directly involved in the implementation

phase of the program. (The reason for not using staff counselors is that the selection process sometimes involves the issues of acceptance and rejection which should be overtly dealt with only after the program is fully initiated.) The interview should provide opportunity for examining the goals and processes of the program along with a description of expectations concerning student involvement and commitment. The candidate should be encouraged to verbalize his own expectations for such a program. Since the program structure contains considerable social process, the interviewers should be sensitive to overt signs of paranoia or sociopathic tendencies. The interviewers will meet with the program counselors to make final selections.

The second phase of selection, i.e., into a particular job training situation, should be accomplished by development of a vocational potential profile. This profile may be developed through consultation with skill-centered teachers and other school professionals or by pre-vocational testing by means of simulated job sample technique.

Curriculum Model for a Cooperative Work-Study Program for Educationally Alienated Students

Submitted by:

Lois Emler

Research concerning urban out-of-school programs shows success in the areas of counseling and work experience but negligible results in their ability to provide positive remedial education. The fault here appears to be not in the attempt, but in the techniques applied. There is a definite and proven need for the educational program to remedy the void created by a student's leaving school before his basic education is completed. Often the "dropouts" departure from school is mental rather than physical--there in body, but mentally tuned out and off! School is a building, a place of little action and less interest--a bore; whereas the "outside," practical world of concrete happening, though often less than desirable, holds a participating interest for the youngster to whom the concepts of organized learning just do not apply to his life style. We know they do, and he will, hopefully, in time; but at this point, he just doesn't "dig" the classroom--it seems artificial and a waste of time to him--and so he becomes alienated from learning.

To this type of student, traditional classroom techniques are ineffectual, other personally damaging because of his negative reaction to them. But life situations, in which he can become an active participant, provide relevant opportunities in which he may learn in spite of himself. "Teachers" from various occupational fields in the community are essential to providing this type of life-learning situation.

The structure of this program should not be confining or regimented; if it is, it will have the same effect upon the alienated student as "that place" he calls school. Schedules should be extremely flexible, both temporally and spatially. It is not necessary to meet daily at the same place for the same amount of time in order to learn. "Teachers" must be sensitive to the length of time allotted for various reasons. The concept of class period is not appropriate, and the time involved should ideally be determined by the learning requirements of the student.

Instructional materials should not be frustratingly difficult nor embarrassingly juvenile. They must provide a challenge but allow a sense of immediate achievement. They should be varied in order for the program to be a truly individualized one. A laboratory approach is suggested for all curriculum areas. In this approach, all types of media are used which will make the academic component of the program as interesting and as relevant as learning in the community-at-large.

Conventional grading should not be used. It tends to defeat the "self-image building" of this program. Regular grading systems encourage competition and comparison with a stereotype and negate individual progress and self-worth. Grades and similar types of competitive evaluation should be minimized; personal teacher-to-student praise and merited approval should be maximized. To satisfy

requirements, academic courses should be offered on a credit, non-credit basis. However, there should be continuous, supportive evaluation of the student's performance (best accomplished through private conferences) as a part of the educational and counseling processes. At the same time, the program for the student should be evaluated and revised accordingly.

General end-products of such a work-study program include: vocational competence, a new respect for learning as a tool and as an exploring process, respect for the community--its workers, services, institutions, experience with others in working toward a common goal, individual self-fulfillment, and responsible citizenship. This educational program must develop in a student ways of thinking, feeling, and acting which will make him behave more effectively. The curriculum should help the student become a self-reliant, self-directed, responsible individual, and focus first on attitudinal change and secondly on skill development.

In all curriculum areas, presentation of materials should emphasize the structure of the discipline which enhances this understanding of the fundamental ideas of that discipline. Placing ideas in a structured pattern--seeing bits and pieces as part of a whole--help retention of these parts and how they are related to one another and to other areas.

Although specific units for the various disciplines will be suggested in this description, it is imperative that one understands the day to day, week to week school program in this type of "school" cannot be planned only by a curriculum specialist. To be most relevant and effective, planning of units should be done cooperatively with teachers (on the job and academic) and students and counselors determining and agreeing upon the final performance criteria and behaviors the student will be expected to perform at the end of the unit. The program specialist and media specialist will provide resources to help attain the desired behaviors. (See Exhibit 1)

SOCIAL SCIENCE PROGRAM

The needs and interests of the pupil population will affect the selection of social science unit objectives, but the major goals would be personal effectiveness and responsible citizenship.

Objectives in the social science area include:

1. acquisition of a body of facts, concepts, and generalizations
2. acquisition of inquiry skills, e.g., observing, selecting, organizing, and evaluating
3. development of the ability to make conscious choices among alternatives

The formal instruction will be individualized by efficient use of instructors, printed materials, many audio-visual aids, and multi-media approaches. Participation in community projects and direct observation of governmental processes in the student's immediate community will be part of their social science experiences.

To increase student involvement, an inquiry, discovery, problem centered approach will be used. One effective way to increase student interaction is the use of simulation games. Although there are many commercial ones available, students, with the guidance of their instructor, may design such games that are particularly relevant to them. Steps of design include:

1. Select a problem on an economic, vocational, political, sociological, or psychological dilemma.

2. Determine the characters needed to simulate the problem.

3. Determine the process for dealing with the problem.

4. Allot resources to participants and goals that lead them into the problem.

5. Make the rules for the game.

After a simulation game is finished, whether it is a commercial or student-designed one, a debriefing session should follow. This discussion is one of the most valuable parts of this learning experience.

Role-playing is another effective method to be used in social science. What the student will not say as himself he often will freely say if he has been assigned or volunteered to be someone else. One student may have the role of a supervisor of telephone operators and another the role of an operator trainee. The trainee has been reported for answering customers curtly. Each student must react to this problem.

Topic priorities like objectives for the social sciences differ from community to community and for different groups within a community as well as for the particular student population. In this program, the choice of topics will also be affected by the businesses and industries involved.

An arbitrary choice of subject matter has been made as a starting point. There is no sequence except for an initial motivational unit.

It is expected that with cooperative student-teacher planning, various units will be studied by different students concurrently.

Social science themes for units include:

My place (See Exhibit 2)
Social organization (See Exhibit 2)
The dignity and worth of the individual
Individual responsibility for personal and general welfare
Value conflicts and the consequences from different value positions
Alternative values and choices
Propaganda (See Exhibit 2)
Responsible sharing of power to attain justice
Local government and its provisions for provisions for protection and service
Law and how it affects you (See Exhibit 2)
Obligations and privileges of citizenship
The basic economic problem of unlimited wants and limited resources
Production depends on natural resources, capital, and human resources
Production in Pittsburgh--goods and services
Employment opportunities in Pittsburgh (place of the industrial worker)
The Industrial City:
- abuses of natural environment
- people explosion
- ghettos

MATHEMATICS PROGRAM

I hear, I forget
I see, I remember
I do, I understand
I understand
--Chinese Proverb

As in most disciplines, students learn mathematics by reacting to and interacting with their environment. The abstract concepts of mathematics can be learned more readily through physical experiences than through the manipulation of symbols alone. Rote learning is not as permanent as learning with understanding. Active participation with many concrete objects gives more meaning to all processes in mathematics. The laboratory approach is not a passive process, and its use increases the possibilities of success for the student because it is oriented to solving problems first through concrete manipulations.

The mathematics taught in this program must be relevant and useful in the daily lives of the students. It must be functionally designed to furnish the student with mathematical skills necessary for their job requirements. Basic processes will be taught within the framework of meaningful situations. As needs on the job arise, they will immediately be incorporated in the instructional program. At this time, the priorities of job requirements appear to be:

fundamental operations in the decimal system using whole numbers, fractional numbers, and decimals

measurement -- linear, solid, time, weight

ordering -- from smallest to largest which involves an understanding of place value

counting -- for inventory

making change

Topics for mathematics units:

Flow charting (See Exhibit 3)

Income

Personal -- gross and net
Governmental -- sources

Budget

Personal -- basic items
Governmental -- basic items

Food

More value per dollar
Planning economy meals

Clothing

Compare cost of ready-to-wear vs. home tailored

Shelter

Renting a home
Buying a home
Home insurance

Cars

Buying a used car
Buying a new car
Where to borrow to pay for car
Cost of insurance
Cost of running

Furniture -- new and used

Appliances -- new and used

Mail-order buying
- Shipping costs

Ways to pay for purchases
- Cash -- discount
- Charge accounts
- Installment plan
  - Possible repossession

Banking
- Checking accounts
  - Charges for:
    - (Journey) of a check
    - Bank statements
- Savings Account
  - Getting highest interest rates
  - Security of funds
- Borrowing
  - Types of loans
  - Rates -- banks vs. loan companies

Insurance
- Health
- Accident
- Income
- Workmen's Compersation
- Life

Taxes
- Sales
- Wage -- Pittsburgh
- Income -- federal, state
- Real Estate
- Social Security

Investments (if there is student interest)
- Annuities
- Bonds
- Stocks

Reading, interpreting, and making:
- Tables
- Charts
- Graphs
- Scale drawings

Everyday geometry
- Recognition of shapes
- Figuring area

COMMUNICATION SKILLS PROGRAM (English)

The need to communicate is inherent. All of us need to know what is going on, all of us have things to say, and all of us need to be understood. Most of this student population have found their previous language arts studies to be irrelevant, inapplicable, and boring. Willa Cather, Wordsworth, and Shakespeare fail to help one read a recipe, a sports page, or a want ad. A language program for these students must bridge the gap between the world of the street and the larger world of productive living.

In order to motivate the student to develop reading skills, the program must provide reading materials that are useful and relevant. Effective instruction must relate to their on-the-job experiences and those of their everyday life.

Primarily, an assessment of the student's sight vocabulary must be made. An effective way to do this is to have each student choose any selection of approximately two hundred words from a current newspaper and read it to the instructor in individual session.

Another assessment to be made is the difference between the student's oral and written vocabulary. The student should individually discuss a topic with the instructor and then repeat the discussion in writing.

After the assessment phase, vocabulary development should begin through group dictations to the instructor. The group will choose a topic of interest to them and develop it orally and sequentially as the instructor writes it on an overhead projector. The instructor and the group will read it together and discuss the key words. Finally, each student will write his version of the topic.

Vocabulary is an individual need determined by one's job and interests. The vocabulary required by a telephone operator will differ substantially from that of a machinist. The teacher must first individualize the instruction to satisfy these varying needs.

After functional literacy is attained, the instructor should endeavor to guide the student toward a deeper understanding of language as a tool -- ones potential in the productive world is in part based upon his command of the English language.

Job requirements in this area are:

basic reading of words and numbers

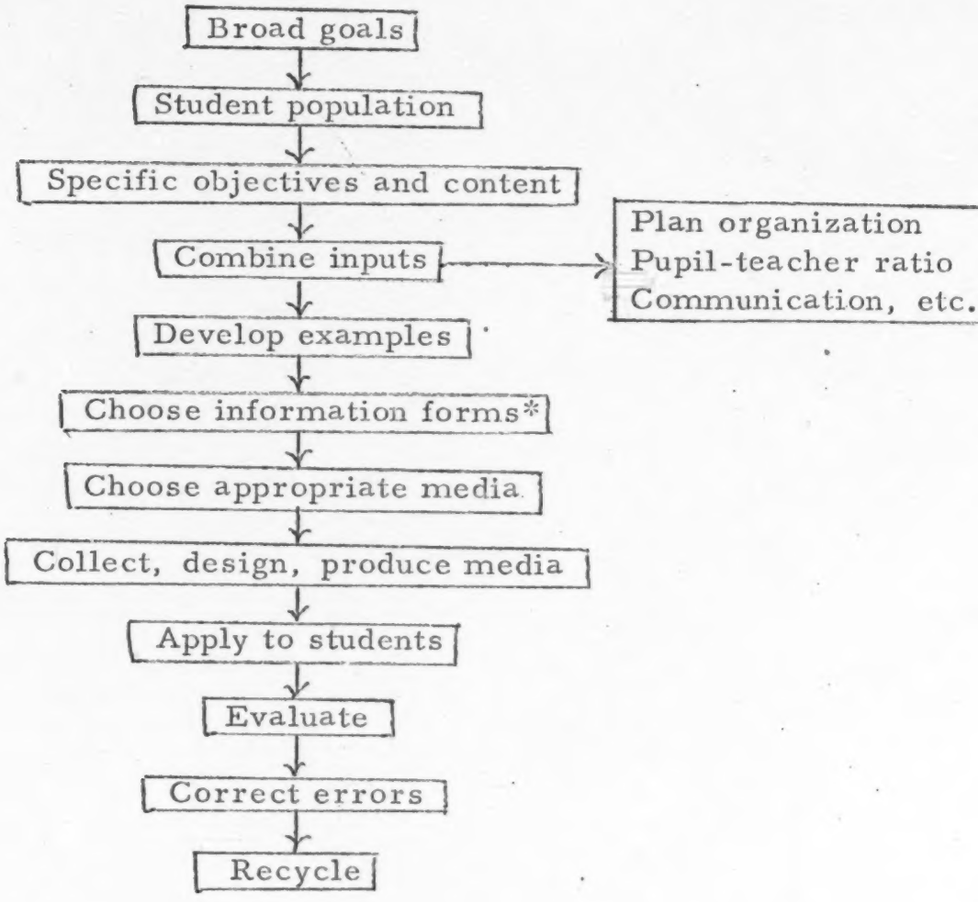
spelling -- words particular to the job

writing -- basic grammar

alphabetizing

oral communication -- sufficient for understanding verbal directions, asking questions, and relating to the public

PROGRAM DEVELOPMENT



*Based on perceptions and language theory

Social Science

Motivation Unit

GOAL:

To give the student an opportunity to survey and express his feelings about himself, his immediate community, and their relationship.

TITLE:

Where Is My Place in the Sun?

PROCEDURE:

Possible questions to use for dialogue

1. How can I describe myself?
   - Physical appearance
   - Inner feelings
   - Desires
2. I am part of what?
   - Family
   - Community
   - Ethnic groups
   - Economic status
3. What's happening in my place in my time?

ROLE-PLAY:

A "happening" in my neighborhood

MEDIA:

Self portraits or photographs
Photographs of student's own block (to be detailed by Media Specialist)

NOTE: The dialogue will be directed toward the social and economic fields -- not counseling.
This is an interdisciplinary unit for many aspects of language skills are involved.

Social Science

Social Organization

CORE THOUGHT:

The student is a part of a highly detailed social structure.

MATERIALS:

Current newspapers, periodicals, movies, and filmstrips. An excellent opportunity for development by the media specialist to show, via the camera, groups within a Pittsburgh community, their cooperation or opposition, the relation of government to them, etc.

Interdisciplinary unit -- involves communication skills

DISCUSSION TOPICS:

All societies have goals.
All societies have social organization.
- To control relationships among people
- To achieve goals

Individuals and groups are related in a social structure.
- All people live in primary and secondary groups.
- All people have status and roles.

People interact according to established social processes.
- Cooperation, opposition, etc.
- All people interact.

People are regulated by a system of social control.
- Formal and informal to keep control -- laws, values
- Groups establish their own norms and sanctions -- folkways, moves
- All people are controlled by rules and sanctions.

Social Science

Propaganda

GOAL:

To help the student develop criteria for sorting, categorizing, classifying, and evaluating data about significant events.

MATERIALS:

Newspapers, magazines, pamphlets, radio, television, movies, resource people, direct experience. (Possibly books and reference volumes -- depending on student interest.)

PROCEDURE:

Have students choose a social, political, or economic topic and gather facts from several sources. This may be an individual or small group project.

DISCUSSION TOPICS:

Statements of fact can be proven.

Statement: Voters choose by secret ballot.
Proof: Watch procedure at polls during an election.

Inferences are based on facts but can be false or partly true.

Statements may be opinions or value judgments.

Columnists and commentators may express opinions <u>but</u> the facts may differ.

The press and broadcasting companies are profit making enterprises and may profit by persuading the public through opinion (propaganda).

Ways of reporting news strongly effects public opinion. (Here the media specialist and/or series of pictures to show a factual presentation of a current event vs. one loaded with propaganda.)

A scientist usually reports facts, distinguishing between his scientific observations and his conclusions.

Tricks of emotional appeal:

name calling -- "un-American"
generalities -- "best deal in town"
transfer -- connect a person or product with something that evokes a positive attitude in people. Picture of a politician in church
testimonial -- a well-known person endorses a person or product
plain folk -- picture of a politician as a family man
card-stacking -- telling only part of the facts
bandwagon -- "everyone is doing it"

Relation of propaganda and advertising

Interdisciplinary unit -- involves mathematics and communication skills.

LAW:

For greater understanding for for increased student involvement before or after discussions, reading, role-playing about law and teenagers, an assignment to increase reality will be made. One such assignment may be to visit a magistrate's court to determine:

the kinds of cases
the types of people involved
the way the cases and people are handled

The student will report this orally, pictorially, or in written form.

Interdisciplinary -- involves communication skills.

A particularly relevant commercial game concerning values, choices, and results of actions that could be played is PURSUIT. It is part of a multi-media approach to black studies and is designed to help students develop new attitudes toward the civil rights movement. (Published by Readers' Digest.)

Social Science

Representative Instructional Materials

Newspapers
Current periodicals, e.g., Life, Look, Ebony, etc.
Periodicals published for students:
- Readers' Digest
- Scope -- for students with mature interests but low academic abilities. A weekly feature concerns job horizons and young people who have "made it."

Books, pamphlets
- Scriptographic booklets -- Channing L. Bete Co.
  - The Law and You
  - About Basic Sociology
  - About Black Americans
  - About Man's Economic Wants
  - About Getting a Job
  - Clean Air
  - Clean Water
  - On-the-Job Safety
  - Office Safety
  - You and Safety
  - Understand Yourself and Others
  - Drugs and You
- Steck-Vaughn Co. -- Adult Education

	Reading Level
They Work and Serve	4 - 5
A Job for You	5 - 6
How to Get a Job and Keep It	5 - 6

Films and Filmstrips
- Guidance Associates
  - Man's Natural Environment: Crisis Through Abuse
  - The People Problem
  - Cities, U.S.A.
  - City Government in Action
  - Our Credit Economy (How the poor are exploited, invasion of privacy, wise and unwise credit buying)
  - What You Should Know Before You Go to Work
- Encyclopedia Britannica
  - The Industrial Worker (integrated)
  - The Industrial City

Mathematics

Motivation Unit

Flow charting

CORE THOUGHT:

Each goal is obtained by progressing through a series of measurable steps.

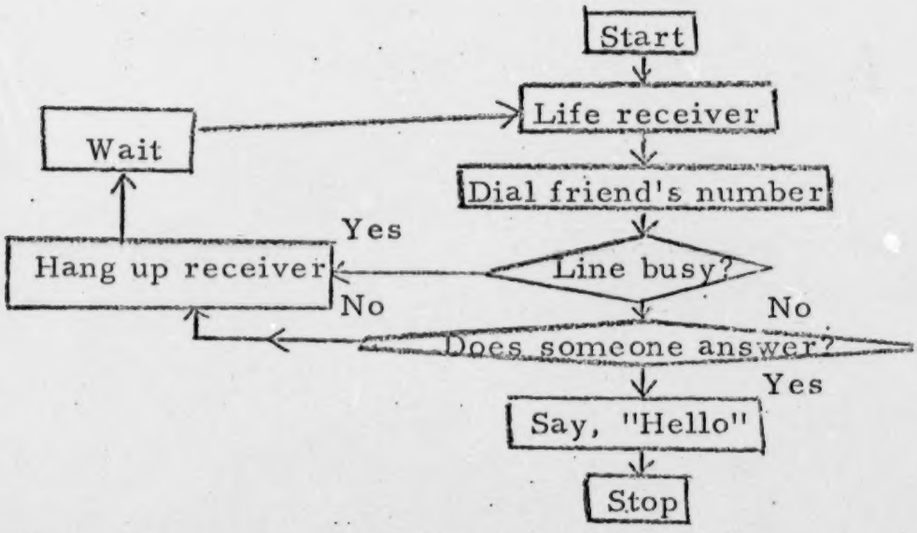
This is initially a group activity.
Group decides on a non-mathematical familiar activity.
Ex.: How to call a friend

STEPS:

Start
1. Lift receiver
2. Dial friend's number
3. Line busy?
   Yes -- hang up receiver, wait, and go back to Step 1.
   No -- go to Step 4.
4. Does someone answer?
   Yes -- go to Step 5.
   No -- hang up receiver, wait, and go back to Step 1.
5. Say, "Hello."

Stop

Flow Chart



Instructors draw flow chart on overhead projector as students draw same.

Instructor gives steps of an activity not in correct sequence.

Students place steps in correct sequence.

Students make flow chart

Ex.: How to put on shoes and socks

Students choose an activity and develop the steps and chart individually.

Students discuss their flow charts with a partner or in small groups.

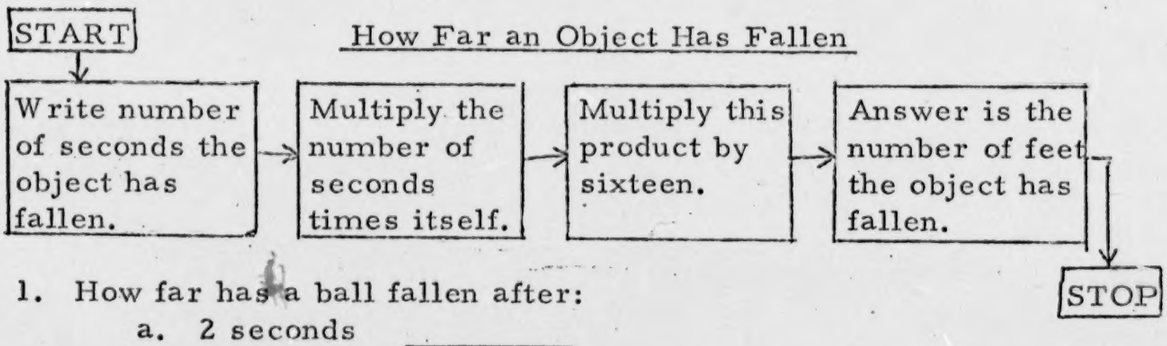
(These exercises with non-mathematical problems help students see that problem-solving isn't restricted to mathematics.)

Introduce flowcharting of a mathematical idea.

Ex.: Do you remember how to find the perimeter or a rectangle? Try to write the steps in this activity and flow chart it.

Prepare a flow chart, listing the steps for one of these:

Finding the mean average
Finding the area of a rectangular region
How to add on an adding machine
How far an object has fallen


START
How Far an Object Has Fallen
Write number of seconds the object has fallen.
Multiply the number of seconds times itself.
Multiply this product by sixteen.
Answer is the number of feet the object has fallen.
STOP

1. How far has a ball fallen after:
   a. 2 seconds _____
   b. 10 seconds _____
   c. 8 seconds _____
   d. 25 seconds _____

(Review of multiplication)

2. A metal ball is dropped from an airplane flying at 2000 feet.
   a. Will the ball hit the ground fifteen seconds after being dropped?
   b. How far from the ground will the ball be eleven seconds after it has dropped?
   (Review of multiplication and division)

Student should flow chart part of his job.

(Flow charting should be done in most units in mathematics as well as in other subject areas.)

Mathematics

Representative Mathematics Materials

Laboratory equipment
- Number line
- Place value charts
- Fraction kits
- Decimal place value cards
- Circle meter
- Fraction, decimal, per cent boards
- Rulers, yardsticks, tape measures
- Household measuring units for volume
- "Lake and Island Board" (area and volume)
- Mathematical balance -- weights placed on numbered pegs shows number relationships and facts of the four processes.
- Geo-board
- Abacus
- Geometric model construction kit
- Attribute blocks
- Scale
- Cash register and play money
- Calculator (O-U Divisumma 24)

Games and Puzzles
- Dominoes
- Quibic
- Three-dimensional Tic Tac Toe
- Tangram puzzles
- Quizmo
- Imout
- Monopoly

Scriptographic booklets - Channing L. Bete Co.
- About Money and Banking
- About Measurement
- The A B C's of Credit
- Going to Buy a Car
- More for Your Money
- You and Your Bank
- How to Save Money
- Checking Accounts
- Don't Be Gypped

Grolier Education Corporation

Modern Consumer Education, prepared for the U. S. Government to help Job Corps participants learn how to spend their earnings. Included paperbacks geared to sixth grade reading level, cassettes, and filmstrips.

Exhibit 4

Communication Skills

Reading Motivation Unit

GOAL:

To have the student explore how much he actually reads in his everyday life.

DISCUSSION QUESTIONS:

What's the pay-off?
When, where, what do I really read?
- On the job:
  - Manuals, directives, safety instructions, shipping labels, bills of lading, copy to be typed, material to be filed, etc.
- In deciding what to buy:
  - Labels on recordings, clothing, advertisements, menus, billboards, etc.
- Traveling outside the neighborhood:
  - Road signs, maps, street names
- For entertainment:
  - Comics, jokes, directions for games, hobbies, magazines, newspapers, books, etc.

Stories from Pictures

Several sets of related pictures should be made available to the student. He will choose a set of interest to him and he will tell his story by his arrangement of the pictures. He will give an oral version of the story, at which point the instructor will emphasize vocabulary by writing the key words where all the group can see them. Finally, the student will write the story.

Exercises in Alphabetizing

Clerical jobs usually involve filing. Practices in this skill include:

- Writing the name of each student on a separate index card and having the student place them in alphabetical order.
- Writing company names on separate index cards and following the above procedure.

Uses of Tape Recorder

1. A technique that should be used often is that of having the student make a tape on a subject familiar to him. He would listen to the tape for diction, choice of words, sentence patterns, etc. Trainees for telephone operators and office workers would find this enlightening.

2. Stories available in printed form may be taped by an instructor. The student would then listen to the tape as he reads the story.

Communication Skills

Materials

Many of the materials that have been used to teach communication skills to these students previously have "turned them off." An emphasis found in these materials is listening. Another is the choice of units of work that have short instructional sessions which give immediate closure. There are many materials suggested from which a selection appropriate to the student population will be made.

However, since a change of attitude toward learning is paramount, the first approach should be through the use of high interest-low reading level books covering varied non-academic subjects, e.g., sports, fashion, etc.

Several companies have such series:

Educational Reading Service
Globe Book Company
Field Enterprises Corporation
Benefic Press
E. M. Hole and Co.

Books, Instructional Kits, etc.

Readers' Digest Services, Inc.
Reading Skill Builders
Science Readers
Audio Skill Builder

Scholastic Magazines, Inc.

- Scope/Skills exercise books
  - Across and Down -- puzzles - phonic and vocabulary improvement
  - Word Puzzles and Mysteries (parts of speech)
  - Wide World (Main ideas, details, context clues)
  - Dimensions (author's purpose, generalization)
  - Jobs in Your Future (filling out forms, applications, interviews, etc.)
- Reluctant Reader Library - grades 8-12 (reading level 3-7)
- Scope/Literature CONTACT (especially for the disadvantaged)
  - Kit contains anthologies, logbooks, posters, and record)
  - a. Law
  - b. Prejudice
  - c. Maturity

Open Door Books

- I Reached for the Sky (Job Corps trainee becomes stewardess)
- Where There's Smoke (firemen)
- Meigs Tower (air control)
- You're On the Air (disc-jockey)
- (Others appropriate to student population)

Portal Press

- Springboards Programs
  - Fiction on the Job
  - Fiction (stories of teenagers' problems--drugs, juvenile crime, etc.)
  - Language Arts
  - The Negro in American History I
  - The Negro in American History II

Follet Co.

- Reading for a Purpose (paced)
- Systems for Success (phonetics)
- Communications I-II-III (linquistics)

Bell & Howell Corporation

- Language Master Program
  - Has been effective in NYC Programs. Potential great for office workers and telephone operators. Two track record playback--trainee mimics the instructors voice and listens to comparison.)

Steck-Vaugh Co.
Reading series of workbooks from grade 1 to adult education
NOTE: Excellent teacher's manuals

SRA
New Rochester Occupation Reading Series
Reading Laboratory 3B (reading level 3-9)
The Dimensions Series
We Are Black (reading level 2.0-6.0)

Field Educational Enterprises
Kaleidoscope Readers Series (reading level 2-9)
Adult format, short stories for those with short attention spans. Chance for immediate success)

EDL
Study Skills Laboratories
Social Science (reading level 2-12)
Science
Library Skills
Listening Tapes
Listen and Read Tapes

International Teaching Tapes Incorporated
Modern Reading Book I
Skill tapes/skill text

Classroom World Production
Reading Instructional Tapes

Lyons and Carnohan
Pacesetters

Learning Systems Corporation
Famous Black Americans
Tapes and forms for answering questions on tape.

Periodicals

Readers' Digest Educational Edition

Scholastic Magazines, Inc.
Scope

Look, Life, Popular Mechanics, etc.

Games

Dolch Word Games

Media Model for a

Cooperative Work-Study Program for

Educationally Alienated Students

Submitted by:

Thomas Fernekes
Media Consultant

INTRODUCTION

While the proposal guidelines require the development of three models--Counseling, Curriculum, and Media--in practice the most effective instructional approach is to integrate the three models to provide for maximizing the outcomes of materials, content, and instructional strategies.

The media model, for example, cannot by itself serve any instructional needs. Rather, it provides a framework for selecting and utilizing given content areas. For this reason, the media model is integrated with the curriculum model to provide a logical approach to the organizing, sequencing, and presenting of the content of the curriculum and, where relevant, the counseling elements of the program.

RATIONALE

When considering the development of instructional strategies and materials, the process of instructional technology must be examined and applied. This process provides for a comprehensive overview of the program being developed as well as an internal emphasis on evaluation or feedback to insure that relevant changes are made when and where needed to increase program effectiveness. This process, known

as instructional/educational technology, or the systems approach to instruction, contains several elements, each building upon the other in a logical sequence to maximize learning outcomes. These steps are:

1. Specification of instructional objectives
2. Development of criterion test items to evaluate learning
3. Stating the characteristics of the learners to design a program for their needs
4. Content selection
5. Media selection
6. Evaluation or feedback to insure revision where and when needed for program effectiveness

A distinction is made in the media model between the process of instructional technology which offers the rationale for designing the programs and the actual hardware or software used to implement learning. This separation offers the program designer the opportunity to examine the program from this perspective: What are the most effective strategies for organizing and presenting the information? This initial focus on the process of learning and instruction eliminates the immediate tendency to select the hardware and then attempt to fit the content to it. With this process approach, the instructional designer can make judicious media selections after the rationale has been established and the content sequenced. Then, and only then, can he select the most effective and relevant media for learning to occur.

The Cooperative Work-Study Program is intended to accomplish three ends: the acquisition by alienated youth of basic academic content; the development in these alienated youth of a positive attitude toward the general educational process; and the learning by alienated youth of specific occupational skills for successful performance in a given occupation. The systems approach to education offers the process for reaching these three program objectives. Based upon extensive research and development in all areas of education and training, the systems approach has the rationale for designing education/training programs efficiently and effectively in a logical sequence of events. This comprehensive approach is needed to insure that meaningful learning will occur in the students.

MEDIA MODEL

The media model, through the application of the systems approach, will concentrate on three instructional areas: the affective or attitude area, the cognitive or academic content area, and the psychomotor or skills area. Specific content will be detailed from three program areas: Social Science Program, Mathematics Program, and Communications Skills Program. Guidelines will be proposed as alternatives to the successful attaining of instructional objectives in each of the three above domains.

Affective (Attitude) Domain

Two primary areas of concentration are proposed: The acquisition by the student of a positive attitude toward the educational process and setting and the development by the student of a positive self-concept. The positive attitude toward education is crucial if the alienated youth is to achieve real learning gains and become a viable member of society. The development of the accurate self-image, i.e., the answer to the question Who am I? will provide a base for entering the instructional program.

The positive attitude toward the learning process will hopefully be the result of the total program. In developing the atmosphere for the realistic acquisition of a self-image, particular media and processes are suggested:

Polaroid camera--for the creation of a type of self-portrait. The student can take a picture of himself. This picture can then be compared with a verbal description of how he views himself, how others view him, or how he believes others view him. This process can continue to a group self-image approach in which members of the group exchange pictures, write descriptions of how they view themselves or others and/or exchange both the pictures and the descriptions to validate the images.

Cassette tape recorder--for the development of self-image. The student can talk privately in terms of Who am I?, What are my hopes, goals, beliefs, friends, etc.?, Where am I going? Later these can be exchanged with other students in a group session.

Sensitivity sessions--for developing the self-image. A counselor can use the pictures and the tape recordings to sensitize the student in terms of "Who am I?" to develop a realistic self-image. He can also use the pictures and recordings in group sessions to achieve similar goals.

Alternative Approaches:

Creative expression--story writing, poetry writing, dramatic writing, storytelling, song, dance. These avenues can provide alternatives for self-expression and self-awareness for those youths who are "turned off" by conventional classroom approaches.

Video tape recordings--as a recording medium, offers a technique for revealing to a student an accurate portrait of how he operates and appears in a social context. This medium also offers the potential for the use of psycho-drama in which a person can work toward developing an accurate self-image. Finally, the medium supplies a means for recording student-produced drama or other literary and creative works again to build the self-image in the student.

Cognitive (Academic Content) Domain

As with the other two domains, the formal instruction in this domain will be developed using the guidelines as suggested above in the Process of Instructional Technology. The effort will be made, wherever possible, to individualize the content so that each student will be permitted to achieve at his own ability level. The content will be sequenced according to sound principles of learning theory and will be presented in manageable units, with each building upon the other toward mastery of a given task. Evaluation must be continuous to determine program and material effectiveness as well as to revise when and where necessary to promote student learning.

A non-graded curriculum is suggested in which emphasis is placed on learning specific material rather than obtaining a letter or number grade. Since the ultimate criterion of learning will be performance in a given occupation, a letter grade may be irrelevant to the students. Secondly, by having a non-graded process, the student is encouraged to achieve as far as possible and not be concerned with "getting the grade." It is hoped that the non-graded approach will remove the external reinforcement of the letter grade and replace such tokens with an internalized reinforcing structure--self-pride in achievement.

Supporting the non-graded approach must be a curriculum based upon a careful analysis of each student's entering learning abilities and previously mastered content. This process of designing an individually prescribed curriculum underlines the systems approach to developing instructional programs and materials, i.e., the content must be designed to fit the needs of a particular student rather than a prescribed target population.

While all of the specific content has not been detailed at this stage of program development, general subject matters have been selected. Examples showing suggested mediation for possible content blocks will illustrate the integration of the media and curriculum models.

In the mathematics program, one area of content will be those skills related to the successful completion of orders and invoices for a particular company. The content can be integrated with a simulated environment--a retail store--and the necessary mathematical skills can be integrated through actual problem-solving experiences using customer orders and invoices. Supporting this simulated business can be video-taped segments showing critical customer/clerk relationships. A customer, for example, wants to order certain merchandise from a store. Students can then assume the roles of clerk and customer, as shown in the tape segment, and can apply the necessary mathematical

skills to solve the customer's problem. Overhead transparencies can be produced which will both show the necessary mathematical processes and formulas which must be used to solve that particular type of business problem. Transparencies can also show the correct solution to the problem used in the simulation exercise. Finally, transparencies can be used to present new problems to students, followed by an analysis of the steps needed to solve the problem.

In the Social Science Program, an area of critical importance in terms of content is that of drug abuse. In particular, one area is that of the legal rights of a minor caught either possessing or in the presence of the use of illegal drugs. Video-taped or filmed segments showing several minors in a room where drugs are being used by some youths can be shown to the program students. A police raid is made on the room and, at that point, the taped or filmed segment ends. The students then are asked what they believe will happen to the youths who were "busted" by the police. What are the rights of the youths, both the youths actually caught in the use of drugs or the possession of drugs and those who were not using drugs. Then the taped or filmed segments can continue, showing precisely what will happen to the youths arrested by the police. Transparencies can be developed supporting the simulated segments and presenting summaries of the rights and penalties under

law which apply to individuals caught in the possession, use, or presence of drugs. Booklets can also be developed to support this content area.

In the Communication Skills Program, an important content area is vocabulary mastery, particularly vocabulary to be used in a given occupation. For example, the vocabulary used in the printing industry must, obviously, be mastered by a student before he is able to function effectively in that area. Rather than have a student simply learn the necessary terms through rote memorization, he can be given the opportunity to learn terms as they relate to a particular machine or process. Thus, the student will need to be working in either a simulated print shop or have access to the actual tools and machines he will be using on the job. In any event, the student will have an opportunity to use the terms as they will be used in the actual print shop, rather than merely memorize for the sake of passing a spelling or definition exam. The terms can be organized in audio tape/slide sets so that a student can work by himself in learning the terms. The same sets can be used in small group instruction for similar purposes. Transparencies can be developed which show the terms as they relate to the print shop. These transparencies can be also used for small or large group instruction. Finally, cards or booklets containing the terms and necessary

diagrams or pictures showing the application of the terms can be produced for the students.

Psychomotor (Skills) Domain

The primary emphasis of this area is the learning by the student of skills which will be useful in a particular occupation. Again, the specifics of the content are not known at this time so that particular media will not be mentioned.

One of the most effective approaches to the learning of skills is on-the-job training, where a trainee will receive instruction while working in a controlled setting in an actual occupation.

If a given company will only work with individuals who possess some knowledge of a particular occupation, simulation offers an excellent alternative. By creating an artificial environment closely approximating the actual job conditions, the trainee will be able to experience the elements of many occupations but in a controlled setting. Various problems can be created and presented to the trainee so that he can begin to develop appropriate problem-solving strategies. He can begin to learn the necessary skills and knowledge needed to effectively perform at a given task. Also, the strategies a student used to resolve simulation problems can provide insights into the student for the counseling team to evaluate. Thus, simulation can serve as an effective

mediating step between the untrained student and the actual occupation. More importantly, the learning of the skills and information demanded by a given occupation can be sequenced in a controlled manner to insure effective learning. Various media such as films, still photographs, and video tapes can be used to design the simulated work environment. Supported with necessary charts, forms, etc. from the actual job, the artificial setting can approach the reality of the vocational world.

Several of the companies who have agreed to accept students from the project have developed materials which provide necessary information for the performance of a particular task. In addition, several other companies have developed simulation programs in which trainees can acquire the necessary skills and learn the relevant content to perform effectively on the job. These sources of content materials and simulation programs will be investigated by the curriculum team for use in the program. Again, materials may be locally produced if existing materials are inappropriate to the program needs.

The above examples show the integration of the media and curriculum models. And, more importantly, the examples stress the roles that each model must play in the development of materials and instructional strategies for the program.

The process of mediating the content is an ongoing effort. It must continually apply feedback from the evaluation of program

effectiveness. If the revising and redesigning of particular strategies and materials does not occur when and where needed--as determined by evaluation, the ultimate learning by students of relevant content and skills will not occur.

Once instructional materials are developed, the functions of the media component do not end. Rather, they have just begun. The contribution of the media component will end only when the program ends. Just as a student will be working within the particular content areas to achieve a certain level of mastery of skills and content, so, too, must the media component be working within those same areas to insure that the student will master the content and skills.

Additional Mediated Approaches

Visual Literacy

The student can produce a storyboard of his daily life, which he can shoot using an Instamatic camera or Polaroid camera. He can tell visual stories about himself, his existence, his friends, his goals, and his attitudes to the world around him. This technique can be expanded to include 8mm film productions or video-taped television productions. These visual stories can be used by the student in one-to-one counseling sessions or with a group of other program students in general "rap" sessions.

Simulation

Artificial environments can be filmed or video taped and then presented to the students for their reactions, comments, or evaluations. The content can deal with the experiences of alienated youth--their goals, frustrations, anxieties, successes, failures, etc. In any event, the simulated experiences will parallel those of the students in the program. This approach may be useful in reaching students who would normally be hesitant to openly discuss and evaluate their own lives. A vicarious experience such as the use of simulated events may be a positive technique for reaching such students in the initial phase of the development of self-image.

Existing Materials

The Xerox Company has developed a series of booklets containing stories from professional writers in which the problem of identity crisis is examined. The series, entitled The Way It Is, was developed to reach alienated youth, primarily from black ghettos.

The Western Publishing Company, Inc. has developed, through Academic Games Associates, a series of simulation games focusing on several aspects of living and operating in social and work settings. The games were designed to reach alienated youth, primarily from low economic areas.

The Foreign Policy Association has developed simulation games for the Social Studies classroom. The games focus on critical areas of contemporary social relations.

These are, in part, the kinds of materials available and of possible use to the curriculum area. If others are needed and are not available, they can be produced locally under the direction of the media consultant of the project.

Additional Media and Curriculum Materials

The Xerox materials, The Way It Is, offer content dealing with the alienated youth. Equally important, the material offers an excellent opportunity to deal with the general use of English--grammar, reading, recitation, and possible simulation for writing. The stories are written by noted professional writers so that the literary standards are high.

The simulation series developed by Academic Games Associates for the Western Publishing Company serves a dual purpose. It presents a realistic picture of contemporary social conditions and poses problems of the nature that a person in such areas might experience. Secondly, specific content is presented in several areas including: Consumer Relations, Democracy, Economics, Life Careers, Disasters, Parent-Child Relationships, and Ghetto Life.

The Foreign Policy Association's simulation games for the Social Studies classroom offer both experience with contemporary social

problems and environments as well as specific academic content in given social studies areas.

Science Research Associates has developed a series of programmed materials for Job Corps with specific academic areas such as Math, Reading, Social Studies, and various trade areas.

There are, of course, numerous other sources of academic content materials which should be investigated by the curriculum team. If the existing materials are not suited to the needs of the students in the project, relevant materials can be locally produced by the media consultant. It might even be possible to include students in the production of these materials. Indeed, this local production of media is an effective means of developing materials which will meet the needs of these particular students.

One additional aspect of the total project should be considered before concluding the media model. As mediated curriculum is the best means of organizing and presenting information in the learning setting, so, too, must media be effectively used to disseminate information about the progress of the project to interested and involved parties. Such parties will be participating students and their parents; administrators, faculty, and student body at Oliver High School; the Pittsburgh Board of Education; participating business organizations; and interested citizens and community organizations.

This type of progress report must be an ongoing effort and should not be presented until tangible results from the project are actually known. As the project progresses through the initial implementation stage, the media consultant will be building this mediated report. For this type of report, the most effective medium is film (easily carried and shown, effective for television promotion, etc.). It appears that budgetary consideration will rule out this type of production.

Thus, what will be constructed is a slide/tape presentation which will provide a comprehensive report on project activities and results over the next nine months. This slide/tape presentation will be the core of the report to any interested group or individuals.

Additional supporting media can be used. For example, a newsletter can be developed and (perhaps by students in the program) charts, transparency sets, and film clips produced when necessary.

The various mediated products will provide for all possible contingencies in progress reporting and project promotion.

CONCLUSION

Perhaps the single most important point made in the development of the media model is the integration of the model with the

curriculum and counseling models. The success of the project is contingent on this integration.

A second point to be remembered is that the process of instructional technology must be used in the designing of instructional strategies and materials. Without this logical rationale, the materials may be designed in a random, piecemeal fashion and may only reach part or none of the program goals.

A third point to note is that all of the media cannot be selected and assigned until all of the content has been specified. As specific "pieces" of information to be taught are included in each one of the curriculum components, these "pieces" of information will be mediated by the media consultant, either through purchased material or locally produced material. The systems approach, followed by evaluation and feedback, will then effectively work toward the development of instructional materials that will meet the needs of the program and, more importantly, the students.

APPENDIX IV

Program Forms and Instruments

1. A Message to Pittsburgh Employers
2. Student, Parent Commitment Forms
3. Forms for Recording Information on Business/Industrial Contacts
4. Student Insurance Applications
5. Business/Industrial Reimbursement Form
6. Chamber of Commerce Information Publication
7. Student Progress Report
8. Curriculum Content Form
9. Vocational Requirements Form

A MESSAGE TO PITTSBURGH EMPLOYERS

From
Robert G. Lamping
Director

Jerry C. Olson
Assistant Superintendent
System-Wide Programs

Louis J. Kishkunas
Superintendent

The Pittsburgh Board of Public Education
Division of Occupational, Vocational, and Technical Education
635 Ridge Avenue
Pittsburgh, Pennsylvania 15212
682-1700

Mr. Employer:

In today's rapidly changing social scene, you play a central r
willingness to search out, train, and hire those who most need voca
gratifying. You have responded well, and as a result, present day
have often indicated high employment rates. This high employment r
opportunities for individuals who in the past experienced great dif
ing employment.

WHAT IS THE PROGRAM:

Now, in an effort to respond to the pressing educational, voca
the Occupational, Vocational, and Technical Education Division of t
designed a special program which requires and solicits your continu

WHY SUCH A PROGRAM?

The program is a counseling-centered cooperative, educational,
to arrange employment in a training position in business/industry,
academic courses constructed to satisfy his vocational training nee
team of professionals in counseling and education.

This plan answers needs of both students and employers in seve

1. The schools and industry will undertake a cooperative effo
not yet served by other such programs, by a method responsive to th
vocational position.

2. The student/employee will get necessary academic education
his own time rather than at company expense.

HOW DOES THIS PROGRAM ASSIST AN EMPLOYER?

3. The student/employee receives as an integral component of
vocational, and personal counseling throughout his training/educati
employer that there is professional help for his employee, on any p
or student.

4. The student/employee will be educated and trained to becom
sive to the vocational needs of his position.

5. Reimbursement is made to industry for substantiated time t
trainee.

y changing social scene, you play a central role as a Pittsburgh businessman. Your
out, train, and hire those who most need vocational and economic help has been most
responded well, and as a result, present day Pennsylvania State Employment figures
igh employment rates. This high employment rate would suggest expanding vocational
viduals who in the past experienced great difficulty finding and retaining satisfy-

to respond to the pressing educational, vocational, and economic needs of youth,
tional, and Technical Education Division of the Pittsburgh Board of Education has
gram which requires and solicits your continuing employment support.

counseling-centered cooperative, educational, vocational plan of action, designed
in a training position in business/industry, while the student/trainee attends
ructed to satisfy his vocational training needs as outlined by his employer and a
in counseling and education.

needs of both students and employers in several ways.

nd industry will undertake a cooperative effort to educate and train deprived youth,
such programs, by a method responsive to the particular needs of the student and the

mployee will get necessary academic education supplementary to his training needs on
n at company expense.

mployee receives as an integral component of the program continuous educational,
l counseling throughout his training/educational experience. This assures the
professional help for his employee, on any problem, as requested by the employer

mployee will be educated and trained to become an efficient, loyal employee, respon-
needs of his position.

is made to industry for substantiated time to provide instruction/supervision of the

PITTSBURGH PUBLIC SCHOOLS
DIVISION OF OCCUPATIONAL, VOCATIONAL, AND TECHNICAL EDUCATION

APPLICATION FOR EDUCATIONAL-WORK EXPERIENCE PROGRAM
PROJECT S.E.T.

PLEASE PRINT

To be Retained by Counselor 1

Date Received: _____ (Counselor)

Name: _____
Last First Middle

Date of Birth: _____

Social Security No: _____

Telephone: _____

Address: _____ Zip _____

Parents' Name: _____

School attending: _____

Grade Level: _____

Approved: _____
(Counselor) - PLEASE DOUBLE CHECK STUDENT SOCIAL SECURITY NUMBER FOR ACCURACY

PROJECT S.E.T.
2

ALL Forms Below: --- To be Presented by the Student at Time of final Processing

To be Retained by Personnel

Date Received: _____ (Counselor)

Name: _____
Last First Middle

Date of Birth: _____

Social Security No: _____

Telephone: _____

Address: _____ Zip _____

Parents' Name: _____

School attending: _____

Grade Level: _____

Approved: _____
(Counselor)

PROJECT S.E.T.
3

To be Retained by O.V.T. Center

Date Received: _____ (Counselor)

Name: _____
Last First Middle

Date of Birth: _____

Social Security No.: _____

Telephone: _____

Address: _____ Zip _____

Parents' Name: _____

School attending: _____

Grade Level: _____

Approved: _____
(O.V.T.)

PROJECT S.E.T.
4

To be Returned to Personnel Department

Date Received: _____ (Counselor)

Name: _____ Last First Middle

Date of Birth: _____

Social Security No.: _____

Telephone: _____

Address: _____ Zip _____

Parents' Name: _____

School attending: _____

Grade Level: _____

_____

School: _____ Room: _____

Approved: _____ (O.V.T.)

Date: _____

PROJECT S.E.T.
5

To be Returned to Counselor by O.V.T. and used as Student's Admittance Form

Date Received: _____ (Counselor)

Name: _____ Last First Middle

Social Security No.: _____

School attending: _____

Grade Level: _____

Above pupil is approved for PROJECT S.E.T. Program for the Educational-Work Experience Program.

Approved: _____ (O.V.T.)

O. V. T. PROJECT S. E. T.

Name of Company_____

Address_____ Phone_____

Type of Training_____

Hours_____ Salary_____

Academic Requirements_____

_____

Vocational Requirements_____

_____

Age and Sex Required_____

Other Information_____

_____

_____

_____

_____

_____

_____

Company Contact_____

Student Placement (name)_____

Address_____

Phone_____

PITTSBURGH PUBLIC SCHOOLS

Office of the Associate Superintendent for Secondary Schools

September 26, 1969

To Administration Building Employees:

At its regular meeting on May 20, 1969, the Board of Public Education approved for the school year 1969-1970 the plan of the Mutual of Omaha Insurance Company of Omaha, Nebraska, to sell group pupil accident insurance in all schools, subject to the administrative plan of the Superintendent of Schools.

The basic insurance, referred to in the company literature as "School-Time Protection," is available to students, faculties, and all Board employees at the premium rate of $3.00 per person. It should be noted, however, that adults who are covered by State Workmen's Compensation -- and that means all employees of the Board of Public Education -- are not compensated under this plan by the insurance company for injuries received while at work. In other words, the coverage to Board employees pertains only to injuries incurred while the employee is going to and from his work. In this sense, the insurance for adults might be called "travel insurance" only.

A "24-Hour Protection" plan is also offered to students, faculties, clerical, and administrative employees at a premium rate of $14.00, but other Board employees at $20.00.

As in the past, the adoption of this pla f insurance is made purely as a public service and the participation on the part any one is entirely voluntary. If you desire this accident insurance, please cor ete the information requested on the envelope enclosed and return the envelope with the premium to MR. JOHN F. HARTMAN, Room 218, Administration Building, Forbes and Bellefield Avenues, before October 12. Checks should be made out to Mutual of Omaha Insurance Company. The insurance becomes effective on October 13, 1969.

If it is necessary to file a claim, please call Mr. Hartman's office for the necessary form.

Sincerely yours,

Clair H Cogan

Associate Superintendent,
Secondary Schools

Enclosure

Mutual OF OMAHA

MUTUAL OF OMAHA INSURANCE COMPANY
HOME OFFICE—OMAHA, NEBRASKA

POLICY NO. _____

When treatment is completed or within 90 days from date of injury, whichever period is less, mail this completed form (both sides) with bills to:

PITTSBURGH DIVISION OFFICE
15TH FLOOR, INVESTMENT BLDG.
239 FOURTH AVENUE
PITTSBURGH, PA. 15222
EXPRESS 1-0270

STUDENT ACCIDENT REPORT

TO BE COMPLETED ON ALL APPLICATIONS FOR BENEFITS

(ALL QUESTIONS MUST BE ANSWERED)

Name of student _____ Age _____ Grade _____ Home Room _____

Address _____ (Street address) (City or town) (State)

Name of parent or guardian _____ Address _____ (Street) (City or town) (State)

Name of school _____ Address _____ (Street) (City or town) (State)

Name of school system _____

Date of injury _____, 19____ Hour _____ A.M. _____ P.M.

Date accident reported to school officials _____, 19____ Hour _____ A.M. _____ P.M.

Nature of injury _____

Student injured was at a school sponsored activity as a: Participant ☐ Spectator ☐

If student was engaged in a sports event, was it: Intramural athletics ☐ Interschool athletics ☐

Please furnish name of school authority supervising activity of injured student at time of accident:

Name _____ Title _____

On date of accident, state time student was scheduled to report to school ..... Hour _____ A.M. _____ P.M.

On date of accident, state time student was scheduled to be dismissed from school Hour _____ A.M. _____ P.M.

What specific activity was involved? _____

_____

Was the activity sponsored and supervised by the insured's school? Yes ☐ No ☐

Type of school applicant attends: Elementary ☐ Junior High ☐ High ☐ Other _____

DESCRIBE FULLY HOW AND WHERE THE ACCIDENT TOOK PLACE

Where did the accident happen? _____

How did the accident happen? _____

_____

Is applicant covered by workmen's compensation or employer's liability? Yes ☐ No ☐

Date of this report _____ Signature of School Official _____ Title _____

COACH MUST COMPLETE FOR INTERSCHOLASTIC ATHLETIC INJURIES IF COVERED BY POLICY

Name of Sport _____ Senior High Team ☐ Junior High Team ☐

I hereby certify that the applicant is insured for the sport in which he was injured and that the injury occurred as follows

_____

_____

Dated _____, 19____ _____
Signature of Coach

M4880 3-66

REVERSE SIDE MUST BE COMPLETED ON ALL APPLICATIONS FOR BENEFITS

Attending Physician's Statement — Health Insurance Claim

APSC

Patient's name

Diagnosis and concurrent conditions (If fracture or dislocation describe nature and location.)		Age
When did symptoms first appear or accident happen?	Date _____, 19____	
When did patient first consult you for this condition?	Date _____, 19____	
Has patient ever had same or similar condition? If "yes" state when and describe.	Yes ☐ No ☐	
Nature of surgical procedure, if any. (Describe Fully.) Charge to patient for this procedure including post-operative care. If performed in hospital, give name of hospital.	Date performed _____, 19____ $_____ Inpatient ☐ Outpatient ☐	
Give dates of other medical (non-surgical) treatment, if any.	Charge per call Office _____ $_____ Home _____ $_____ Hospital _____ $_____ Total (Non-Surgical) Charges _____ $_____	
Was registered private duty nurse (R.N.) services necessary?	Yes ☐ No ☐	
Is patient still under your care for this condition? If "no" give date your services terminated.	Yes ☐ No ☐ Date _____, 19____	

Date _____, 19____ Signed _____ Attending Physician

Phone _____

(Street Address) (City or Town) (State or Province) (ZIP Code)

HEALTH • INSURANCE • COUNCIL

EXPLANATION OF PHYSICIAN'S OR DENTIST'S SERVICES

If you took X-rays, please itemize your charges.	Number _____ Charge for each $_____ $_____ $_____ $_____
If physiotherapy treatments necessary, what type rendered?	
DENTIST'S NOTE In case of injury to teeth, identify teeth involved and state if bridge and natural teeth.	
Physician's or dentist's total charges.	$_____

99

ACCIDENT INSURANCE for STUDENTS

PROTECTION THROUGH THE LEARNING YEARS

of

Pittsburgh Public Schools

Mutual of Omaha
The Company that pays

Mutual of Omaha Insurance Company ■ Home Office: Omaha, Nebraska

MC7181

DETACH ENVELOPE HERE ◀ **ENCLOSE PREMIUM AND RETURN TO SCHOOL**

ENROLLMENT ENVELOPE FOR STUDENT ACCIDENT INSURANCE

Please enroll my child in the accident plan checked below. The proper premium is enclosed.

SCHOOLTIME ACCIDENT PLAN
- ☐ $3.00 each student in grades K through 12.
- ☐ $3.00 each faculty member or secretary.
- ☐ $3.00 each other school employee.

ANNUAL 24-HOUR COVERAGE
- ☐ $16.00 each student in grades K through 12.
- ☐ $16.00 each faculty member or secretary.
- ☐ $22.00 each other school employee.

Name of child _____ Age _____ Grade _____
Please print

Address _____ Phone _____

City _____ State _____ ZIP code

Name of school _____

Signature of parent or guardian _____

MC7181-1

99

100

MEDICAL EXPENSE BENEFITS UP TO $5,000.00 EITHER PLAN

When injuries result in treatment by a legally qualified physician or surgeon beginning within 30 days after the date of the accident, the plans will pay the expense incurred for necessary Services and Supplies but not to exceed the specified limits for each accident, nor $5,000.00, in the aggregate, for each accident.

HOSPITAL BENEFITS Hospital room and board — the regular charge for each day. Hospital furnished medical services or supplies (other than X-ray benefits provided below) — the regular charge.

PHYSICIAN'S BENEFITS Treatment by a physician or surgeon (other than X-ray): (a) For treatment of a fracture or dislocation or for performing suturing or a cutting operation — the usual and customary charge. (Subluxation or internal derangement shall not be deemed a dislocation.) (b) For treatment of other injuries — up to $5.00 for the first treatment and $3.00 for each subsequent treatment.

X-RAY BENEFITS X-ray (other than dental) — up to one of the appropriate amounts (the most expensive) in the following schedule:

(a) Skull or spine	$20.00	(c) Ankle, knee, wrist, arm, elbow, clavicle, shoulder, ribs or nose	$7.50
(b) Lower leg, upper leg, hip, pelvis, sternum, jaw	15.00	(d) Hand, foot, fluoroscope or any other X-ray not listed	5.00

DENTAL BENEFITS Dental treatment — up to $25.00 for the treatment of each sound, natural tooth, or $50.00 if the tooth is replaced.

OTHER BENEFITS Professional ambulance service — up to $25.00. Orthopedic appliances — up to $20.00. The services of a private duty registered graduate nurse (R.N.) or physiotherapist during a period of hospital confinement as a resident bed patient — the usual and customary charge.

Benefits are payable only for service or treatment performed and supplies furnished within the 52-week period immediately following the date of the accident.

ACCIDENTAL DEATH AND SPECIFIC LOSSES

Pays one of the following additional benefits (the largest amount applicable) if the injuries result in a specific loss or death within 100 days after the accident, independently of sickness and all other causes:

Accidental death	$1,500.00		
For loss of:			
Both hands or both arms	7,500.00	Both eyes	$7,500.00
Both feet or both legs	7,500.00	One hand or one arm	2,500.00
		One foot or one leg	2,500.00
		Either eye	1,000.00

THESE PLANS DO NOT COVER:

(a) the cost of eyeglasses, contact lenses or examinations therefor, (b) the cost of drugstore prescriptions, (c) injuries caused by an act of declared or undeclared war, (d) treatment of hernia, (e) the services of any person employed or retained by the school, (f) injuries for which any benefits are payable under workmen's compensation or employer's liability laws, (g) injuries received while participating in a riot, civil disturbance or unauthorized student demonstration, (h) injuries received while participating as a member of an interscholastic football team exclusively sponsored by the school (including scheduled practice and travel as a team). Also, the Schooltime Accident Plan does not cover injuries occurring during the summer vacation, except while the Insured is attending academic classroom sessions exclusively sponsored and supervised by the school (not including any type of travel), nor injuries received on the Insured's home premises.

HOW TO FILE FOR BENEFITS

Notify school officials of accident immediately. Failure to notify school officials immediately of any accident covered under the policy may jeopardize your rights to payment of benefits. If the school does not have the necessary benefits forms, notify the Company immediately. Submit the benefits form to the Company within 90 days along with all medical and hospital bills incurred to date.

SPECIAL NOTE TO PARENTS

These plans are available only during the enrollment period specified by the school. This envelope is to be signed and returned to the school immediately with the required premium.

DEFINITIONS

"Insured's home premises" means the building and the grounds where the Insured resides. An "authorized vehicle furnished by the school" means a school bus, a bus chartered by the school, or a private automobile arranged for in advance by the school for the transportation of a group of pupils, which is supervised and attended by the person designated by school authorities. An "activity exclusively sponsored and supervised by the school" means any activity which the school authorities require the Insured to attend, or any activity of the Insured's school which is under the sole control and supervision of the school authorities, not including activities which are under a joint sponsorship or supervision arrangement with any nonschool group.

See the Master Policy for complete details.

100

DETACH ENVELOPE HERE ◀ **ENCLOSE PREMIUM AND RETURN TO SCHOOL**

ENROLLMENT ENVELOPE FOR STUDENT ACCIDENT INSURANCE

IMPORTANT NOTICE TO PARENTS

You have the choice of enrolling your child in either the SCHOOLTIME ACCIDENT PLAN or the 24-HOUR ACCIDENT PLAN. The SAME OUTSTANDING BENEFITS are payable under either plan.

The SCHOOLTIME ACCIDENT PLAN provides coverage for your child for school-connected accidents as specified in this brochure.

The 24-HOUR ACCIDENT PLAN covers accidents at home or away, any time, anyplace, except participation in travel, practice or games of interscholastic football.

WHO IS ELIGIBLE FOR THESE PLANS
Any full-time day student of a grade or high school (except boarding schools) is eligible for either plan as are faculty members, secretarial personnel and other full-time employees of the school.

HOW TO ENROLL YOUR CHILD
Simply fill in the enrollment envelope completely, enclose the proper premium and have your boy or girl return the envelope to the school. The coverage will be effective when the required premium has been submitted to school authorities, or on the policy date, whichever is later. Either policy (S225EA or S226EA with Rider Form 999MS) may be chosen. The policies are normally issued for a period of one year.

AFTER ENROLLING YOUR CHILD
Please retain this folder for future reference as a summary of insurance coverage.

Mutual of Omaha
The Company that pays

CHOICE OF ONE OF THE FOLLOWING PLANS

PLAN ONE — SCHOOLTIME ACCIDENT COVERAGE — Policy Form S225EA, Rider Form 999MS

$3.00 — FOR STUDENTS GRADES K THROUGH 12
$3.00 — FOR FACULTY MEMBERS AND SECRETARIAL PERSONNEL
$3.00 — FOR OTHER SCHOOL EMPLOYEES

The Schooltime Accident Plan covers loss resulting (independently of sickness and all other causes) from accidental bodily injuries received by the Insured while covered under the policy and while:

(1) Attending school during the hours that school is in regular session,
(2) Traveling directly to or from the Insured's home premises and the school for regular school sessions, within one hour before school begins and one hour after the Insured is dismissed or the required time when traveling in school furnished transportation,
(3) Participating in or attending an activity exclusively sponsored and supervised by the school, and traveling directly to or from such activity in an authorized vehicle furnished by the school,
(4) Attending religious instruction classes, including travel directly to or from the Insured's home premises or the school and the place where such classes are held,
(5) Participating in school safety patrol activities or in intramural school sports,
(6) Participating as a member of an interscholastic athletic team exclusively sponsored by the school (including scheduled practice and travel as a team); however, injuries received while participating as a member of an interscholastic football team exclusively sponsored by the school (including scheduled practice and travel as a team) are not covered.

PLAN TWO — 24-HOUR ACCIDENT COVERAGE — Policy Form S226EA, Rider Form 999MS

$16.00 — FOR STUDENTS GRADES K THROUGH 12
$16.00 — FOR FACULTY MEMBERS AND SECRETARIAL PERSONNEL
$22.00 — FOR OTHER SCHOOL EMPLOYEES

The Annual 24-hour Accident Plan provides coverage around the clock while at school, at home or away, including the summer vacation period. It covers loss resulting (independently of sickness and all other causes) from accidental bodily injuries received by the Insured while covered under the policy.

EMPLOYER REIMBURSEMENT
FOR TRAINING UNDER PROJECT S. E. T.

Company Name _____

Address _____ Phone _____

Trainee's Name _____

Address _____ Phone _____

Company Training Director _____

Name of Trainer _____

Name of Position for Which Student is Being Trained _____

_____ Student Training Salary _____

Established Salary for Position after Training _____

Time Expended in Student Training (hours) _____

Company Cost for Training (hourly) _____

Company Reimbursement Total _____

Does the company have an established time allotted for training in this position? Yes ( ) No ( )

Did the student complete his training in the allotted time? Yes ( ) No ( )

Was training part of a formal company training program? Yes ( ) No ( )

All information on this form is accurate according to my knowledge of the position.

(Signature) _____

(Title) _____

CHAMBER OF COMMERCE OF GREATER PITTSBURGH • FOUNDED 1874 •

INFORMATION

MAJOR FIRMS
Employing 500 and Over
Pittsburgh-Metropolitan
Area

Alco Products, Inc.
Changed to Latrobe Forge & Spring, Inc.
107 Gertrude Street
Latrobe, Pa. (Westmoreland County)
Phone: 537-7731 Area Code 412
C. D. Sheehy, President
A. A. Bowman, Personnel Director
W. L. Clark, Plant Manager
(Circular steel products, rings, flanges, railroad ties, journal box lids, axles, open die forge products)

Allegheny Airlines
Greater Pittsburgh Airport
Coraopolis, Pa. 15108
Phone: 264-8900
Gail Hall, Regional Sales Manager
Leslie O. Barnes, President,
located in Washington, D. C.

Industries
*Allegheny Ludlum [illegible] Corporation
Oliver Building, 535 Smithfield Street
Pittsburgh, Pa. 15222
Phone: 261-5300
Edward J. Hanley, Chairman
Roger S. Ahlbrandt, President
Wm. B. Pierce, V.P. Sales
E. F. Andrews, V. P. Purchases
M. J. Graham, Sr. V.P Production
W. A. Kirkpatrick, V.P. Finance
J. E. Groves, V.P. Industrial Relations
J. D. Paulus, V.P. Public Relations
A. R. Coombs, Mgr. Personnel Admn.
Plants: Brackenridge and West Leechburg, Pa.
(Primary producers of stainless and alloy steel)

Allis-Chalmers Manufacturing Company
Columbus and Preble Avenues, North Side
Pittsburgh, Pa. 15233
Phone: 322-4400
L. R. Eiswerth, General Plant Manager
J. Whalen, Works Controller
J. Pangborn, Manager
Hdqs: Milwaukee, Wisconsin
(Power transformers and distribution transformers)

*Headquartered in Pittsburgh Metro Area

*Aluminum Company of America (ALCOA)
Alcoa Building - 425-6th Avenue
Pittsburgh, Pa. 15219
Phone: 553-4545
[illegible] Chairman
John D. Harper, [illegible] & Chief Exec.Officer
John M. Mitchell, Exec. Vice President
J. S. Harrison, Exec. Vice President
W. H. Krome George, [illegible] President
T. O. English, Vice Pres. & Pur. Agent, Engineering & Transp.
E. D. Mairs, Vice Pres. Personnel Relations
John L. Fleming, V.Pres. Public Rela. & Adv.
Plants: New Kensington, Lancaster, Collegeville, and Cressona, Pa.
(Aluminum - extrusions, products & castings)

*American Bridge Company
Division of United States Steel Corporation
525 Wm. Penn Place Building
Pittsburgh, Pa. 15230
Phone: 433-1121
J. H. Long, President
R. A. Talbot, Asst. to President
K. D. Cunningham, Vice President Operations
C. S. Shepherd, Director of Purchases
W. F. Renner, Comptroller
W. C. Atkinson, Director of Personnel Management
Plants: Ambridge and Harrisburg, Pa.
(Bridges of all types, buildings, steel barges, transmission towers, electric furnaces)

American Chain & Cable Company
2250 Noblestown Road - Hdqs: Bridgeport, Conn.
Pittsburgh, Pa. 15205
W. P. Perkins, Regl. Mgr. Chain Division
C. R. Kennedy, Dist. Sales Mgr. Wire Products
R. P. Carroll, Regl. Mgr. Wright Hoist Div.
Plants: York - Braddock - Monessen - Wilkes Barre, Bristol and Exeter, Pa.
(Chains, Wire fence, etc.)

American-Saint Gobain Corporation
Empire Building, 507 Liberty Avenue (Sales Ofc.
Pittsburgh, Pa. 15222
Phone: 261-2066
W. E. McClurg, District Manager
Plants: Arnold and Jeannette, Pa.
Hdqs: Kingsport, Tennessee
(Clear sheet glass, picture glass, thin glass, safety glass, plate glass and mirror glass)

*Andy Gard Corporation
1420-5th Avenue, New Kensington, Pa. 15068
Phone: 363-0940 (Westmoreland County)
Andrew N. Giardina, President
Vincent J. Giardina, Exec. Vice President
Josephine G. Schieck, Sec. & Treas.
Steve P. Lucas, Vice President Purchases
L. A. Orlando, Comptroller
(Plastic housewares)

Armco Steel Corporation
2 Gateway Center Building
603 Stanwix Street
Pittsburgh, Pa. 15222
Phone: 391-2900
John Holland, District Manager
Butler Plant - R. W. Kamerer, Manager
Ambridge Plant - J. O. Miller, Manager
Hdqs: Middletown, Ohio
(Special purpose sheet steel bolts and nuts, welded pipe, stainless sheets, plates)

Armour & Company
Chartiers Valley Industrial Park
Armour Boulevard, Pgh, Pa. 15205
Phone: 922-6230
C. R. Miller, Region Sales Manager
L. M. Oesterreich, Region Manager
P. J. Hanley, Region Controller
Hdqs: Chicago, Illinois
(Meat packing - frozen dairy and poultry products, shortenings, pet foods, soaps)

Armstrong Cork Company
24th & AVRR, Pittsburgh, Pa. 15222
Phone: 281-7474
Biddle A. Whigham, Plant Manager
G. P. Mazie, Assistant Manager
C. J. Neuin, Personnel and Purchasing
Plants: Beaver Falls and Lancaster, Pa.
Hdqs: Lancaster, Pa.
(Building materials, flooring and floor coverings, glass products, industrial supplies, insulation)

Great Atlantic & Pacific Tea Company, Inc.
Central Region and Pittsburgh Division
Dallas Avenue and Lynn Way, Pgh, Pa. 15208
Phone: 362-0200
C. C. Smith, Vice President
Hdqs: New York City
(Chain Grocery Stores)

Babcock & Wilcox Company
Power Generation Division
Koppers Building - 436-7th Avenue
Pittsburgh, Pa. 15219
Phone: 281-0669
H. H. Hauth, District Manager
Plant: Beaver Falls, Pa.
(John Assini, Genl. Mgr.)
Hdqs: Barberton, Ohio
(Seamless and welded carbon and stainless steel tubing and pipe)

Baltimore & Ohio Railroad
201 B & O Station - 10 Grant Street
Pittsburgh, Pa. 15219
Phone: 261-6220
G. S. Harris, General Manager
Paul K. Groninger, Regional Sales Manager
(Railroad)

*Bessemer & Lake Erie Railroad
4 Gateway Center - 444 Liberty Avenue
Pittsburgh, Pa. 15222
Phone: 471-6500
F. W. Okie, President
R. B. Hood, Secretary & Treasurer
R. D. Lake, Vice President
V. W. Kraetsch, Vice President Finance
H. Frantzen, Jr., Comptroller
(Railroad)

The Bell Telephone Company of Penna.
201 Stanwix Street
Pittsburgh, Pa. 15222
Phone: 633-9900
Lawrence J. Barnhorst, V.P. & Genl. Mgr.
J. H. Allison, Asst. Vice President
Hdqs: Philadelphia, Pa.
(Telephone Service)

Bethlehem Steel Company
4 Gateway Center Building
Pittsburgh, Pa. 15222
Phone: 471-5900
Marc Janes, Manager of Sales
Richard Bollinger, Assistant Manager
Plants: Bethlehem-Johnstown-Lebanon-Lectsdale
Pottstown, Steelton and Williamsport, Pa.
Hdqs: Bethlehem, Pa.
(Bridges, buildings, transmission towers, shipbuilding and ship repair)

*Headquartered in Pittsburgh Metro Area

*Blaw-Knox Company
(Wholly owned company of the
White Consolidated Industries, Inc.)
One Oliver Plaza, Pgh, Pa. 15222
Phone: 263-2200
W. Cordes Snyder, Jr., Chairman
Charles F. Hauck, President and
Chief Executive Officer
T. Herbert Hamilton, Vice President and
General Counsel
W. E. Holsinger, V.P. Indus. Relations
R. E. Malley, Advertising Manager
H. G. Coffey, Sr. Vice President
R. J. Sherlock, President
Blaw-Knox Fdry. & Mill Machinery, Inc.
E. P. Additon, President
Blaw-Knox Chemical Plants, Inc.
(Contractors equipment and supplies;
Engineers and Constructors; Forms-
Concrete Gratings, Pipe Fabricators.
Rolls, Rolling Mill and Auxiliary
machinery and equipment for the steel
and non-ferrous industries, complete
chemical and petroleum plants)
Plants: Blawnox and Groveton, Pa.

Brockway Glass Company
Washington, Pa. 15301 (Washington County)
Phone: 222-9000 Area Code 412
T. R. Robinson, Plant Manager
Wm. E. Shaffer, Office Manager
D. L. Sheesley, President at Brockway, Pa.
Plants: Brockway and Executive Office
Crenshaw, Pa.

Braun Baking Company
sub: Continental Baking Company
1700 Island Avenue
Pittsburgh, Pa. 15233
Phone:231-2000
Wm. H. Gilmore, Plant Manager
Allen T. Tolley, Sales Manager
Basil Myers, Office Manager
(Bakery Products)
Hdqs: Rye, New York

A. M. Byers Company
(sub: General Tire & Rubber Company)
Exec. Office and Plant: Duss Avenue,
Ambridge, Pa. 15003 (Beaver County)
Phone: 766-8800 (Area Code 412)
Samuel Salem, Chairman
J. L. Wetzel, President
D. M. Marsh, Treas. & Comptroller
George Day, Industrial Relations
Wm. J. Langfitt, Director Purchases
James Jordan, V.P. Sales
(Sales Ofc: Union Bank Building, Pgh 15222
Phone: 471-2707 (Robt. J. Heister, Sales Mgr.)

Calgon Corporation
sub: Merck & Company, Inc.
P. O. Box 1346, Pgh, Pa. 15230
Located on Route 60 at Campbells Run Rd. in Greentree
Phone: 923-2345
Theodore Welton, President
Ross Cibella, Asst. to President
Kenneth L. Palmer, Dir. Adv. & Publ. Relatio
C. E. Kaufman, Director of Purchasing
(Chemicals, Calgon House Products, Controlle
Regulators, Detergents, Dust Control Equip.

*John F. Casey Company
P. O. Box 1888, Pittsburgh, Pa. 15230
Located on Freeport Rd. in Aspinwall, Pa.
Phone: 782-1000
Samuel B. Casey, Jr., Chairman
Arthur McSorley, Jr., President
H. E. Miller, Treasurer
L. E. Botula, V. P. Engineering
E. W. Jones, Superintendent
(Heavy Contractors)

*Columbia Gas Company of Pennsylvania
Union Trust Building
Pittsburgh, Pa. 15219
Phone: 281-9320
J.G. McKee, President & Chief Exec. Officer
H. R. Weitzel, Sr. Vice President
R. S. Ryan, Sr. Vice President
D. J. Egan, Vice President Employee Relations
Thomas Ryan, Public Relations Director
R. S. Edgar, Purchasing Agent
W. T. Hicks, Jr., Manager of Advertising
Harold Rohr, Manager of Industrial Sales
Clarence King, Comml. Sales Mgr.
K. N. Baumgartel, Director Employee Relations
(Natural Gas)

*Consolidation Coal Company
Sub: Continental Oil Company
3300 One Oliver Plaza
Pittsburgh, Pa. 15222
Phone: 281-8700
George H. Love, Chairman
John Corcoran, President
Wm. N. Poundstone, Exec. Vice President
L. J. Huegel, Executive Vice President
Roger Hayes, Dir. Public Relations & Adv.
C. E. Witt, Purchasing
Donald L. Ewart, Vice President
(Coal)

*Headquartered in Pittsburgh Metro Area

Continental Can Company
2 Gateway Center Building (Sales Office)
Robert Lambert, Sales Manager
Phone: 261-5702
Plant: New Lebanon Road, W. Mifflin, Pa.
C. E. Wallace, Plant Manager
Phone: 462-2100
E. L. Hazard, President (New York City)
(Metal and paper containers, plastics, bottle and can caps, seals, paper products, packaging material, defense products and glass containers, shipping containers and folding cartons)

Corning Glass Works
McKean & 8th Street, Charleroi, Pa.
Phone: 483-6531 (Washington County)
E. G. Vincent, Plant Manager
Willard Heikkila, Production Supt.
Donald M. Hopkins, Personnel Director
Plants: Bradford, Greencastle and Wellsboro,Pa.
Hdqs: Corning, New York
(Pressed and blown glass and glassware)

*Copperweld Steel Company
Frick Building
Pittsburgh, Pa. 15219
Phone: 281-8140
Charles A. Taylor, Chairman
Philip H. Smith, President and Chief Executive Officer
I. M. J. Kaplan, Vice Pres. & Secretary
Plant: Wire and Cable Division (Glassport, Pa.)
N. F. Young, Vice Pres. & Genl. Mgr.
Chas. W. Washburn, Works Manager
Glassport, Pa. Phone: 461-4020
(Alloy and carbon electric furnace steel bars and billets, seamless and welded steel tubing, copper-covered steel and aluminum-covered steel rods, wire and strands)

Crucible Steel, Inc.
Division of Colt Industries
4 Gateway Center Bldg., Pgh 15222
Phone: 391-8580
E. A. March, Vice Pres. & Group Executive
Stainless Steel Division) P. O. Box 226
E. A. March, Acting President) Midland, Pa. 15059
Alloy Bar Division) Phone: 391-5342
B. O. Young, President)
Spring Division
J. A. Wagg, President
1 McCandless Ave., Pgh 15201
Phone: 782-2444
(Special alloy, stainless and tool steels)

*Cyclops Corporation
650 Washington Rd., Pgh, Pa. 15228
Phone: 343-4000
William G. Stewart, President
W. H. Knoll, Exec. Vice President
Wm. D. Dickey, V.P. Sec. & Treas.
H. W. Delano, Public Relations & Adv
(Strapping, strapping tools and accessories, steel roof deck, steel concrete forms, stainless and tool steels, high temperature alloys)

Bowman Building Products
Allegheny Strapping Division
(Cyclops Corp.)
Heidelberg, Pa.
Phone: 923-2300
Louis J. Frey, President
C. P. Shannon, Controller
John F. Culver, V.P. Sales
D. S. Hodges, V. P. Sales (Allegheny Strapping Div.)
W. C. Masters, Jr. Dir. Purchases
Ivan Vinkovich, Personnel Dir. & Public Relations

Universal-Cyclops Specialty Steel Division
650 Washington Road, Pgh, Pa. 15228
Phone: 561-6300
G. F. McCracken, President
J. L. Stewart, V. P. Sales
Raymond W. Pacey, Controller
Robert Delphus, Purchasing Agent
H. W. Delano, Adv. & Public Relations
George Cox, Personnel Director

*Dollar Savings Bank
340 Fourth Avenue, Pgh, Pa. 1522
Phone: 261-4900
Francis B. Nimick, Jr., President
Harry A. Harrison, Vice President
Frederick W. Brust, Vice President
George E. Cobun, Secretary
Jerome C. Auer, Treasurer
Hay Walker, V.P. Adv. & Public Relati
(Banking)

*Headquartered in Pittsburgh Metro Area

*Dravo Corporation
One Oliver Plaza, Pgh, Pa. 15222
Phone: 391-2600
Robert Dickey, III., President and Chief Executive Officer
John K. Beidler, Sr. Vice President
E. T. Fitch, Sr. V. P. at Neville Island Plant
H. Edgar Lore, Exec. Vice President
L. P. Struble, Jr. Exec. Vice President
G. J. Newhams, Dir. Public Relations and Advertising
W. P. Barrett, Director of Purchases
(Locks, dams, bridge builders, chemical processing equipment, concrete contractors, ore processing, steelmaking plants, boiler and power plants, pipe fabrication, space heaters, Engineers)

*Duquesne Brewing Company
South 22nd & Mary Streets, Pgh, Pa. 15203
Phone: 431-3700
Raymond Sigesmund, Chairman and President
Richard S. McGarvey, V.P. Sales
Chauncey Kirk, Personnel Director
Franklin D. Jeans, Exec. V.P. Secy.&Treas.
(Brewery)

*Duraloy Company
P. O. Box 81, Scottdale, Pa. 15683
T. R. Heyward, III. Chmn. & President
Robert B. Heyward, V.P. Operations
John W. Jones, V.P. Engineering
J. B. Dear, Exec. Vice President
Robert M. Walker, Sales Manager
B. W. Lydic, Purchasing Agent
Chas. C. Kessler, Secy. & Treas.
(High alloy castings)

*Duquesne Light Company
435-6th Avenue, Pgh, Pa. 15219
Phone: 471-4300
John M. Arthur, Chmn. & Chief Exec. Officer
Stanley G. Schaffer, President
W. F. Gilfillan, Jr. V. P. Sales
D. E. Greene, V. P. Operations
R. R. Parkman, V. P. Physical Operations
W. A. Conwell, V. P. Engr. & Construction
G. I. Rifendifer, Personnel Director
Daniel E. Nesbit, Purchasing Agent
W. S. Morris, Advertising Manager
R. V. Lescott, Dir. of Adv. & Public Relations
F. M. Skledar, Dir. Adv. & Public Relations
(Electricity)

*Headquartered in Pittsburgh Metro area

Edgewater Corporation
Plant and Office: College & Allegheny,
P. O. Box 478, Oakmont, Pa.
Phone: 828-4000 (Area Code 412)
Davitt S. Bell, Chairman
C. T. Marshall, President
John T. Morris, V. P. & Treasurer
Wm. O. Fleming, V. P. Sales
C. G. Witt, Personnel Director
L. D. Dunlap, V. P. Manufacturing
Wm. Schano, Purchasing Agent
(Rolled steel tires, wheels, rings and ring springs)

Elliott Company
Division Carrier Corporation
North Fourth St., Jeannette, Pa. 15644
Phone: 523-5422 (Westmoreland County)
Frank M. Fives, President
Wm. M. Flavin, Dir. Public Relations
Randall J. Gephardt, Personnel Director
Richard LaRose, Purchasing Agent
J. DeWitt Wilcox, Jr. V. P. Sales
Clifford F. McGinnis, Advertising Mgr.
Pittsburgh Sales Office - 7 Parkway Center, 875 Greentree Rd., Pgh, Pa. 15220
Phone: 922-6495
(Power plant equipment, condensers and turbines, compressors, tube cleaners, and tube expanders)

*Equitable Gas Company
420 Boulevard of the Allies
Pittsburgh, Pa. 15219
Phone: 471-7600
J. T. Brown, President
W. C. Bomhoff, Exec. Vice President
J. H. Marks, Exec. Vice President
R. E. McCarthy, Treasurer
D. M. Kellough, Director of Marketing
M. M. Pears, V. P. Engineering
J. H. Hayes, Personnel Director
Tom P. Murphy, Jr., Public Relations
D. E. Harper, Director Advertising
O. C. Cornett, Director of Purchases
(Natural Gas)

Fesco Div. of Columbian Carbon Company
Thompson Avenue, McKees Rocks, Pa. 15136
Phone: 331-4500
Frank W. Cooper, President
Robert K. Rees, Dir. of Personnel
W. W. Wolf, Jr., Exec. Vice President
Charles Dallara, Director of Advertising
E. J. Bailey, Director Purchases
(Plastic housewares)

Note: Electrical Products Division listed on top of Page 16.

Firth-Sterling Corporation
A Teledyne Company
Demmler Road, McKeesport, Pa. 15134
(Mailing Address: P. O. Box 700
Phone: 664-4191
Harry J. Alverson, Jr. President
W. B. Bishop, Secretary&Treasurer
J. T. O'Brien, Vice President
Robert E. Loftus, Mgr. Personnel
A. G. Weiland, Sales Manager
(Carbon and alloy tool steels, stainless and special alloy steels, drill rod and tool steel wire, carbides, etc.)
Plants: McKeesport and Trafford, Pa.

Fisher Body Division
General Motors Corporation
Lebanon School Rd., West Mifflin, Pa.
P. O. Box 158, McKeesport, Pa.15134
Phone: 466-2000
H. Jeremy, Plant Manager
D. P. Nichols, Resident Comptroller
Howard Carter, Production Manager
H. Holloway, Salary Administrator
Frank Dox, Public Relations
Harry King, Purchasing Agent
(Automobile bodies, metal parts and assemblies)

Fort Pitt Bridge Works
Sub. of Spang & Company
Meadowlane, Canonsburg, Pa. 15317
Phone: 745-3000 (Area Code 412)
John G. Conley, Vice Pres. & Genl. Mgr.
J. Robert Brown, President (Butler, Pa.)
(Steel Fabrication) (Washington County)

Fort Pitt Steel Casting Division
Pittsburgh Steel Fdry. & Machine Co.
25th St. & B & O R.R.
McKeesport, Pa.
Phone: 664-4146
John W. Wallace, Manager
Raymond R. Schelble, Indus. Relations
J. J. Brislin, Sales
C. T. Karl, Purchasing
(Carbon Steel Castings)

General Electric Company
300 6th Avenue Building
Pittsburgh, Pa. 15222
Phone: 281-6400
Hdqs: New York City
E. S. Reeser, Regional Manager
Plant: Bridgeville, Pa.
W. W. Burick, Plant Manager
Phone: 221-9100
(Electric household appliances, plastic products, lamps, air conditioners, etc.)

General Tire & Rubber Company
Chambers Avenue, Jeannette, Pa. 15644
Phone: 523-5441 (Westmoreland County)
L. Scott, General Manager
Robert Forejt, Public Relations Director
Michael Sterns, Employment Director
Daniel Dean, Purchasing
C. Kolk, Plant Engineer
(Rubber products, Sponge rubber rug underlay, rubber athletic goods, tennis balls, air springs, plastic products, vinyl film and sheeting)
Headquarters: Akron, Ohio

*Giant Eagle Markets, Inc.
55th Street and AVRR, Pgh, Pa. 15201
Phone: 782-3555
Saul Shapira, President
Irwin Porter, Exec. V.P. Sales & Purchasing
Francis Hughes, Personnel Director
Charles Krupensky, Advertising
Norman White, Secretary
Stanley Moravitz, Treasurer
(Supermarket)

Gimbel Brothers
339-6th Avenue, Pittsburgh, Pa. 15222
Phone: 281-4400
Herbert A. Leeds, President
Harry Margules, Controller
F. Richard Schwartz, Sales Promotion Dir.
Ernest Orazi, Personnel Director
Michael A. Sorandon, Advertising Director
George Thomas, Purchasing Agent
Hdqs: New York City
(Department Store)

*Headquartered in Pittsburgh Metro area

*Glenshaw Glass Company, Inc.
1101 Wm. Flinn Highway
Glenshaw, Pa. 15116
Phone: 961-0200
J. B. Crawford, President
Ernie Cricks, Exec. Vice President
Wm. Meyer, Treasurer and Secretary
Joseph Meyer, Controller
Robert Kay, Dist. Sales Manager
Fred Clark, Personnel Director
John Kuss, Purchasing Agent
A. Lincoln Key, Adv. & Sales Mgr.
(Containers-glass, flint, amber and emerald green)

W. T. Grant Company
Smithfield Street & Oliver Avenue
Pittsburgh, Pa. 15222
Phone: 281-5727
A. A. Schaefer, District Manager
(Chain Variety Stores) Hdqs: New York City

*Gulf Oil Corporation
Gulf Building, Pittsburgh, Pa. 15219
Phone: 391-2400
E. D. Brockett, Chmn. & Chief Exec.Officer
B. R. Dorsey, President
R. G. Connolly, V.P. & Corporate Secy.
E. D. Laughney, Exec. Vice President
I. G. Davis, Exec. Vice President
H. R. Moorhead, Treasurer
Paul Sheldon, Adv. Dir. &Public Relations
C. M. Bass, Dir. Personnel
(Crude oil, refined oil products)

*H. J. Heinz Company
1062 Progress Street, Pgh, Pa.15230
Mailing Address: P. O. Box 57, 15230
H. J. Heinz, II., Chairman
R. Burt Gookin, Pres. & Chief Exec. Officer
Eugene Roberts, Gen. Mgr. - Indus. Relations
R. F. Good, Vice President - Operations
T. H. McIntosh, Dir. of Public Relations
James Gordon, Manager Sales Promotion-Adv.
L. A. Collier, V.P. Marketing & Sales
W. B. Thomas, V.P. Administration
(Canned and processed foods and food preparations)

*Headquartered in Pittsburgh Metro Area

*Heppenstall Company
4620 Hatfield Street
Pittsburgh, Pa. 15201
Phone: 621-2000
R. B. Heppenstall, Jr., President
P. H. Daley, Exec. Vice President
R. L. Ritenbaugh, V. P. and Corporate Secretary
E. Trembath, Vice President Finance
Robert E. Sampson, Asst. to President
Derek G. R. Brigg, V. P. Sales
C. W. McQuiston, Dir. Industrial Relations
Ralph Hartmann, Purchasing
(Die steels, forgings, knife products, materials handling equipment)

Joseph Horne Company
Division Associated Dry Goods Corporation
501 Penn Avenue
Pittsburgh, Pa. 15222
Phone: 261-3000
Vincent Finoli, President and Genl. Mgr.
Hugh V. Cochrane, Secretary & Treasurer

George A. Palmer, V. P. Employee - Community Relations
Frederick B. Newell, V. P. & Publicity Dir.
L. F. Stoneberg, V.P. & Genl. Supt.
R. W. Mallick, V. P. and Dir. of Properties
James Spark, Advertising Manager
(Department Store)

*Heyl & Patterson, Inc.
7 Parkway Center, Pittsburgh, Pa. 15220
Phone: 922-3300
H. R. Edelman, III. President
C. F. McKenna, Exec. Vice President
C. M. Rader, Vice President Sales
W. J. Crawford, Purchasing Agent
A. G. Allen, Asst. to Pres. & Adv. Mgr.
Plant: Pennsylvania & Preble Avenues, N.S.
(Hoists, industrial cranes & monorail systems)

Hussey Metals
Division of Copper Range Company
Washington St., Leetsdale, Pa. 15056
Phone: 266-8430
A. D. Hunter, President (New York City)
J. G. McNeely, Vice President & Genl. Mgr.
M. N. Steel, Manager of Purchases
A. W. Renkens, Vice President Operations
R. A. Daily, Secretary
H. T. Milner, Dir. Indus. Relations
D. R. Stragand, Sales Manager
C. H. Kaefer, V. P. Production
J. R. Matcuk, Comptroller
(Copper and Brass Rolling Mills)

ITE Circuit Breaker Company
Theobold Avenue, Greensburg, Pa. 15601
Phone: 834-3300 (Westmoreland County)
William Musham, President (Phila. Hdqs.)
R. S. Barbaras, Mgr. Greensburg Div.
C. R. Cooper, Industrial Relations
Wm. Boney, Sales Manager
R. M. Snyder, Purchasing Agent
Frank Bobniz, Advertising
(Electrical Switchgear).

*Jeannette Glass Company
Bullitt Avenue, Jeannette, Pa. 15644
Phone: 271-5455 (Westmoreland County)
Maurice L. Stonehill, Chairman & President
G. R. Mallory, Vice President Manufacturing
Mark B. Silverberg, Exec. Vice President
Paul G. Sailer, V. P. Indus. Sales & Marketing
Frank W. Storey, V. P. Finance & Controller
James White, Purchasing Agent
Vincent C. Heinauer, Personnel Director
Otto Reuter, Adv. & Sales Promotion
A. H. Poole, Secy. & Treas.
(Blown and Pressed Glassware by hand and automatic machine)

*Jessop Steel Company
500 Green Street, Washington, Pa. 15301
Phone: 563-0235 (Washington County)
Frank B. Rackley, Chmn. and President
Charles E. Rice, Exec. Consultant to Chmn.
H. K. Taylor, Sr. Vice President Operations
Geo. W. Mawhinney, V. P. Purchases
Marshall Nyswaner, Personnel Director
Frank K. Noll, Asst. to Pres. Publ. Rel[illegible]ns and Advertising
S. J. Clokey, Sr. Vice Pres. Commercial
R. L. Loughhead, Vice Pres. and Treasurer
T. W. Gabriel, Vice Pres. Commercial
(High Grade Specialty Steel)

*Jones & Laughlin Steel Corporation
3 Gateway Center, Pittsburgh, Pa. 15222
Phone: ~~281-4100~~ 565-4224
Charles M. Beeghly, Chmn. Executive Committee
Wm. J. Stephens, Chairman of the Board
W. P. Getty, President
Edwin Booth, Vice President Sales
G. E. Flaccus, Jr., V. P. Indus. Relations
J. W. Lindsey, Vice Pres. Purchases
J. E. Allison, Dir. Personnel Relations
J. R. Hight, V. P. Communications
Plants: Pgh Works on Second Avenue and Aliquippa, Pa.
(Manufacturers of steel and steel products)

*Joy Manufacturing Company
Oliver Building - 535 Smithfield Street
Pittsburgh, Pa. 15222
Phone: 471-2140
Jas. W. Wilcock, Pres. & Chief Exec. Officer
Louis G. Helmick, Jr., Group Vice Pres.
A. R. Horn, Financial Vice President
Jas. P. Packer, Secretary
V. T. Petterson, Treasurer
J. A. Spier, Controller
Richard Reichmann, V. P. Personnel & Indus. Relations
Thos. Nee, Adv. & Public Relations
(Mining Machinery, Hoists, Fans, Air Compressors, Rock Drills, Oil Field Drills, Electro-static precipitators)

Kaufmann Department Stores Division
The May Department Stores Company
5th Avenue and Smithfield Street
Pittsburgh, Pa. 15219
Phone: 281-1000
David C. Farrell, President & Genl. Mgr.
Stanley W. Landon, V. P. & Controller
Roy M. Oliver, V.P. & Store Manager
Joseph E. Moore, V. P. & Dir. of Publicity
Jos. S. Davis, V.P. & Gen. Mdse. Mgr.
Donald C. Coan, V.P. & Dir. of Personnel
(Department Store)
Hdqs: St. Louis, Missouri

*Kennametal, Inc.
1 Lloyd Avenue, Latrobe, Pa. 15650
Phone: 537-3311 (Westmoreland County)
Donald C. McKenna, Chairman
Alex G. McKenna, President
Charles R. Van Norden, Secretary
George J. Heideman, V.P. - Treasurer
Henry J. Seremet, Purchasing Agent
T. J. McGuigan, Admn of Employment
Bennett Burgoon, Jr. V.P. & Sales Mgr.
N. W. Steele, Dir. Employee Relations
Pittsburgh Office - Grant Building
J. G. Brady, District Manager
Phone: 281-4543
(Hard carbide alloys of tungsten, titanium, tantalum & columbium for metal cutting and forming for high temperature applications; heavy tungsten alloys, cemented carbide tools and toolholders, high purity columbium and tantalum metal)

*Headquartered in Pittsburgh Metro Area

*Koppers Company, Inc.
Koppers Building - 436-7th Avenue
Pittsburgh, Pa. 15219
Phone: 391-3300
Fletcher L. Byrom, Chairman
Douglas Grymes, President

A. W. Capone, V.P. Treasurer
T. C. Cochran, Jr.,Secretary
John D. Jones, V.P. Indus. Relations
A. E. Jones, Mgr. Procurement & Traffic
T. C. Keeling, Jr., V.P. Intl. Operations
Otto Wheeley, V.P. Marketing
T. M. St. Clair, Comptroller
(Chemicals, Plastic Materials, Pressure-treated Wood, Design & Construction of Coke, Steel and Chemical Plants, Precipitators and other Gas Cleaning Equipment, Sound Control Equipment and Construction)

Kroger Company, The
4721 McKnight Road
Pittsburgh, Pa. 15237
Phone: 931-3909
John W. Marsh, V. P. Pittsburgh Unit
Milton Gessert, Personnel Manager
(Chain Food Store)

*Latrobe Steel Company
2626 Ligonier Street, Latrobe, Pa. 15650
Phone: 537-7711 (Westmoreland County)
J. E. Workman, Chairman
M. W. Saxman, III., President
Marshall Schober, V.P. Sales
J. W. Piscke, V.P. Industrial Relations
T. R. Zenk, Director of Purchases
Wm. S. Medve, Personnel Director
Pittsburgh Sales Office - 4232 Brownsville Road, Pittsburgh, Pa. 15227 (R.B. Todd, Mgr.)
Phone: 884-4505
(High speed tool steels, die steels, high alloy and extrusion die steels, high carbon, high chromium die steels, stainless steels, specialty steels, consumable electrode alloys, precision castings)

*Headquartered in Pittsburgh Metro Area

*Lectromelt Corporation
Sub: Penna. Engineering Corporation
Foot of 32nd St. & AVRR - P. O. Box 4023
Pittsburgh, Pa. 15201
Phone: 471-8782
Carl A. Lovgren, President
J. J. O'Brien, Corporate Mgr., Indus. Rela.
S. B. Wilson, Purchasing Agent
James A. Michel, V. P. Sales
A. C. Brannan, Works Manager
(Electric Metal Melting, Smelting and Vacuum degassing furnaces)

Mackintosh-Hemphill Division
E. W. Bliss Company
901 Bingham Street
Pittsburgh, Pa. 15203
Phone: 431-3000
Edw. P. Sandbach, V.P. & Div. Mgr.
C. T. Miller, Controller
R. L. Haglin, Personnel Manager
M. P. Orr, General Sales Manager
W. J. Woods, Purchasing Agent
(Alloy iron and steel cast rolling mill rolls, heavy steel and alloy castings, cinder pots, rotary straighteners for pipe and tubing.)
Plants: Pittsburgh and Midland, Pa.

*James H. Matthews & Company
4615 Forbes Avenue (General Offices)
Pittsburgh, Pa. 15213
Phone: 681-8500
T. Jefferson Miers, Chairman & Chief Exec.Of.
Thomas F. Purner, Jr., President

R. O. Byrom, V.P. Indus. Relations & Secy.
A. O. Lee, Director Personnel
W. J. Bickmore, Sr. Vice President
E. M. Allman, V. P. Finance & Treasurer
Bronze Division - 1315 W. Liberty Avenue, Pittsburgh, Pa. 15226 Phone: 561-3456
T. F. Purner, Jr., V.P. & Genl. Mgr.
Roy C. Randles, V.P. Operations
Industrial Marking Product Division
John A. Odell, V. P. & Genl. Mgr.
6515 Penn Avenue, Pittsburgh, Pa. 15206
Phone: 362-6500
Printing Plate Division, 1201 W. Liberty Ave. Pittsburgh, Pa. 15216 Phone: 561-5120.
F. V. Mazur, V.P. & Genl. Mgr.
(Marking Devices)

*McConway & Torley Corporation
109-48th Street, Pgh, Pa. 15201
Phone: 682-4700
Donald Y. Clem, President
W. E. Killingsworth, Treas. and
Manager of Purchases
Peter D. Aravosis, V. P. Operations
Roy V. Osterman, Manager of Personnel
(Steel Castings - Industrial, Railroad and Automotive)

McCrory's
231-5th Avenue, McKeesport, Pa. 15132
Phone: 678-8621
I. Fink, District Manager
George Daniel, Store Manager
Hdqs: York, Pa.
(Variety Chain Stores)

*McKay Company
1005 Liberty Avenue
Pittsburgh, Pa. 15222
Phone: 281-5380
James C. McKay, Chairman and President
Thomas J. McKay, Jr., Vice President
John C. Crouch, Administrative V. P. & Treas.
E. B. Scripture, V. P. Sales Marketing
Albert J. Smith, V. P. Sales Mgr.
Plant in York, Pa.
(Commercial Chain, Tire Chains, Mild and Stainless Steel and Hard Surfacing Arcwelding Electrodes)

Meadow Gold Dairies, Inc.
Sub: Beatrice Foods Company, Chicago, Ill.
Wm. W. Granger, Jr., President
J. L. Garner, General Manager
Frank Butala, Personnel
Robert Goldinger, Purchasing & Office Mgr.
Address: 2121 Noblestown Road, Pgh 15205
Phone: 661-7500
(Food products, frozen food specialties, ice cream, milk and milk products)

*Mellon National Bank and Trust Company
Mellon Sq., Pittsburgh, Pa. 15219
Phone: 232-4100
Richard K. Mellon, Honorary Chairman
John A. Mayer, Chmn. & Chief Exec. Officer
A. Bruce Bowden, President
James H. Higgins, Exec. Vice President
Sr. Vice Presidents:
John J. Balles - Chas. H. Fletcher
W. W. Phelps, Jr. - G. Edw. Hamer
(Banking)

*Headquartered in Pittsburgh Metro Area

*Mesta Machine Company
West Homestead, Pa.
Phone: 461-1900
P. O. Box 1466, Pittsburgh, Pa. 15230
John D. Iversen, President
R. P. Brown, Exec. Vice Pres. Finance
Wm. Berg, Jr., Vice President Sales
G. C. Burdick, Dir. Indus. Relations
Jos. Clarkson, Manager of Purchasing
E. C. Quick, V.P. Operations
C. P. Mayer, V. P. Rolls Sales
(Rolling Mills Processing Equipment, Auxiliary Mill Machinery for Steel, Aluminum and Brass Industries, Rolls and Pinions, Presses and Machine Tools, Castings, Forgings and Weldments)

*Miller Printing Machinery Company
1117 Reedsdale Street, Pgh, Pa. 15233
Phone: 321-1640
Harry E. Mowry, President
Conrad Hultgren, V. P. Administration
John R. Lee, V. P. Sales
L. A. Ricardo, V. P. Engineering
E. W. Evans, Marketing Manager
E. R. Mosier, Personnel Director
Allen L. Jones, Purchasing Agent
(Printing Machinery - Letterpress and Offset

*Mine Safety Appliances Company
201 North Braddock Avenue
Pittsburgh, Pa. 15208
Phone: 241-5900
John T. Ryan, Jr., Chairman
Eugene W. Merry, President
John W. Carville, Vice Pres. & Treas.
Geo. H. Dieke, Jr., Vice Chairman & Secy.
O. C. Rogers, Manager of Purchases
H. E. Redenbaugh, V. P. and President of MSA International
A. K. Waugaman, Corporate Dir. of Personnel
John W. McCrackin, Sales Manager
(Safety Equipment and Process Control Instruments and Industrial Filters)

*G. C. Murphy Company
531-5th Avenue
McKeesport, Pa. 15132
Phone: 664-4441
Kenneth T. Paxton, Chairman
E. L. Paxton, President
G. W. McCormick, Vice Pres. Sales
C. F. Gleeson, Adv. & Sales Promotion Dir.
W. F. Greenleaf, V. P. Merchandise
C. F. Schatz, Vice President Finance
E. F. McClune, Vice Pres. Real Estate
(Variety Chain Stores)

*Mobay Chemical Company
Penn Lincoln Parkway, West
Route 22-30
Pittsburgh, Pa. 15205
Phone: 923-2700
B. Ross Nason, President
G. K. Rockstroh, V.P. & Technical Dir.
N. H. Prater, V.P. & Dir. of Engr.
P. W. Bauman, Jr., V. P. & Secretary
J. I. Maguire, Treas. and Controller
D. H. Bryan, Vice Pres. & Dir. of Marketing
A. P. Hartman, Dir. Purchasing & Distribution
M. George Snyder, Adv. Mgr. & Dir. of Public Relations
Plant: New Martinsville, W. Va.
(Synthetic Resins, Chemicals and Plastics)

National Biscuit Company
6425 Penn Avenue, Pittsburgh, Pa. 15206
Phone: 362-1800
John Bowen, Plant Manager
I. A. Miller, Asst. Plant Manager
E. F. Waters, Division Sales Manager
Dave Brown, Personnel
(Biscuits, Bread, Cake, Dates, Cake Mixes, Fruits, Peels and Dog Biscuits)
Hdqs: New York City

National Steel Corporation
Grant Building - 330 Grant Street
Pittsburgh, Pa. 15219
Phone: 471-5600
George A. Stinson, Pres. & Chief Exec. Officer
W. S. Schwoebel, Vice President - Finance
R. S. Meighen, Vice President-Commercial
Richard N. Larkin, Director Public Relations and Advertising
R. S. Smith, Vice President Administration
G. B. Angevine, Vice Pres. Industrial Relations
Plant: Weirton, W. Va.
(Steel - carbon, cold rolled galvanized sheets and tin plate)

*National Valve & Mfg. Company
158-49th Street, Pittsburgh, Pa. 15201
Phone: 683-8000
Henry E. Haller, Jr., President
Edw. N. Wilhelm, V.P. Construction
Ralph L. Trew, Secretary & Treasurer
Wm. C. Biddle, V. P. Sales
K. Paul Leckey, Purchasing Agent
J. B. Valdesalice, V. P. Engineering
H. F. Huettner, V. P. Plant Operations
Jos. Buczkowski, Mgr. Basic Engrs. Div.
Mrs. Mary Considine, Personnel
(Power and Industrial Piping)

Norfolk & Western Railway Company
Oliver Building, Pittsburgh, Pa. 15222
Phone: 261-5388
R. K. Clarahan, General Traffic Manager
R. T. Bevans, Traffic Manager
R. A. Richards, Dist. Sales Manager
(Railroad - Freight)

North American Rockwell Corporation
Commercial Products Group
North American Rockwell Building
301-5th Avenue, Pittsburgh, Pa. 15222
Phone: 565-2000
Willard F. Rockwell, Jr., Chmn./NARC
Robert Anderson, President, Commercial Products Group
C. A. Cooper, Sr., Vice President
Lot J. Seacat, Vice Pres. Finance
Donald S. MacLeod, V. P. Administration
M. M. Barnum, V. P. Marketing
Edw. J. Williams, Vice Pres. Operations
Wm. F. Weimer, Mgr. Special Projects
(Axles, Automotive-automotive brakes-passenger car and truck bumpers, springs)

*Papercraft Corporation
Papercraft Park, Pittsburgh, Pa. 15238
(Blawnox, Pa.)
Phone: 362-8000
Joseph M. Katz, Chairman & President
Hyman I. Katz, Exec. Vice President
Seymour Scheckner, Corporate Vice Pres.
J. C. Siegal, Vice President Purchases
Edw. L. Jewell, Director Personnel
(Gift wrappings, Pressure sensitive tapes and adhesives, greeting cards)

Penn Central Company
Penn Central Station, Pgh, Pa. 15222
Phone: 471-6000
G. M. Smith, Vice Pres. & Genl. Mgr.
James A. Foshee, Genl. Supt. Transportation
W. E. Baird, Public Relations
D. L. Moore, Supt. Labor Relations and Personnel
B. L. Strohl, Asst. General Manager
(Railroad - Freight and Passenger)

McGraw-Edison Power Systems Division
McGraw-Edison Company (Washington County)
E. Canonsburg, Pa. (Electrical distributi
Phone: 561-3400 transformers)
F. H. Plank, President
W. W. Renberg, Vice Pres. Marketing, Sales
Dante Antonacci, Controller
W. S. Kingsolver, V. P. Genl. Products
E. W. Williams, V. P. Distribution Equip.
J. R. Smith, Vice Pres. Power Equip.Group
J. A. Shaw, Dir. Industrial Relations
W. F. Motz, Manager Publicity & Adv.

*Headquartered in Pittsburgh Metro Area

J. E. Penney Company, Inc.
799 Castle Shannon Blvd., Pgh, Pa. 15234
Phone: 531-9940
Oscar J. Hunter, Eastern Zone Mgr.
J. D. Harting, Zone Personnel Mgr.
R. J. Robinson, Regional Accountant Mgr.
R. L. Owen, Regional Credit Manager
R. P. Betts, Real Estate Manager
Hdqs: New York City
(Department Store)

*Peoples Natural Gas Company
2 Gateway Center, Pgh, Pa. 15222
Phone: 471-5100
Stuart E. McMurray, President
Frank J. Lydick, Vice President
E. H. Williamson, Vice President
R. E. DuVall, V. P. Operations
J. B. Hoey, General Sales Manager
K. E. Haase, Purchasing Agent
C. V. Hoey, Vice President
John C. Schriver, Public Relations Dir.
(Natural Gas)

Phoenix Glass Company
Washington Ave. & 9th St., Monaca, Pa. 15061
Phone: 775-0010 (Beaver County)
W. H. Goff, President
Andrew H. Stewart, V. P. & Treasurer
F. E. Stech, Vice Pres. Research & Devl.
Rosa P. Johnston, Secretary
Paul B. Schmunk, Vice Pres. Sales
Plant: 9th St., Monaca, Pa.
N. O. MacKnight, Plant Supt.

*Pittsburgh Brewing Company
3340 Liberty Avenue, Pgh, Pa. 15201
Phone: 682-7400
Milton G. Hulme, Chmn. & Chief Exec. Officer
S. E. Cowell, Vice Chmn.
Louis J. Slais, President
H. G. Wolfe, Exec. Vice Pres. & President
of DuBois Brewing Co. a subsidiary)
Oscar F. Otto, Vice President
H. J. Galaska, Secretary
Paul E. Rooney, Treasurer
John de Coux, Asst. V. P. Sales/ Advertising
Kenneth A. McCullough, Dir. Personnel
and Labor Relations
A. Pottmeyer, Purchasing Agent
(Brewers)

*Headquartered in Pittsburgh Metro Area

*Pittsburgh Coke & Chemical Company
Grant Building - 330 Grant Street
Pittsburgh, Pa. 15219
Phone: 281-2290
Henry L. Hillman, Chairman & President
P. B. McDowell, Vice President
J. W. Adams, Vice President and Treasurer
W. Gordon Rauck, Secretary
G. E. Mellgard, Manager Personnel
(Coal Chemical, Concrete products, protective coatings, industrial organic chemicals, vitrified clay pipe and concrete pipe)

*Pittsburgh Corning Corporation
1 Gateway Center, Pittsburgh, Pa. 15222
Phone: 261-2900
Russell Brittingham, Chairman
J. H. Bierer, President
Byrl M. Stout, Vice President
Eugene W. Holman, Vice President
R. E. Buckley, Vice President International
Frank R. Maston, Secretary & Treasurer
J. H. Coleman, Advertising & Sales Promotion Mgr.
John H. Price, Jr., Vice President Sales
(Glass Blocks, "Foamglas" Thermal Insulation, Absorbers, Foamed Polurethane Insulation, Asbestos Amosite Fiber)

*Pittsburgh-Des Moines Steel Company
Neville Island, Pittsburgh, Pa. 15225
Phone: 331-3000
J. E. Jackson, Chairman
W. R. Jackson, Sr., President
T. W. Fauntleroy, Executive Vice President
T. G. Morris, Secretary-Treasurer
Donald E. Orr, Assistant Secretary
G. L. Bader, Purchasing Agent
H. E. Kaley, Controller
Roger Hahn, Public Relations
H. G. Vogel, Personnel Director
(Water Towers, Tanks, Structural Steel)

*Pittsburgh Forgings Company
3 Gateway Center (Executive Offices)
401 Liberty Avenue, Pittsburgh, Pa. 15222
Phone: 281-3164
Edwin Hodge, Jr., Chmn. & President
A. F. Sarosdy, V. P. & Asst. to President
General Office and Plant -
P. O. Box 307, Thorn St., Coraopolis, Pa. 15108
The following officers are at this address -
P. O. Brennan, Treasurer
Lawrence W. Ingold, Vice President Sales
Arthur D. Tracy, Purchasing Agent
W. L. Reddy, Advertising Manager
Wm. E. Latta, Vice President Operations
(Auto parts and agricultural implements, railway parts, drop and upset forgings)

Pittsburgh and Lake Erie Railroad
Smithfield & West Carson Streets
Pittsburgh, Pa. 15219
Phone: 261-3201
Henry G. Allyn, Jr., President
H. G. Pike, Asst. to President
G. E. Maas, General Superintendent
G. E. Neuenschwander, General Counsel
J. J. Dan Asst. V.P. Freight Sales
(Railroad - Freight and Passenger)

*Pittsburgh National Bank
One Oliver Plaza - Liberty & Wood,
Pittsburgh, Pa. 15222
Phone: 355-2000
Frank E. Agnew, Jr., Chairman
Malcolm E. Lambing, Sr. Advisory Officer
Merle E. Gilliand, President & Chief Exec. Ofc.
Robert D. Ferguson, Chairman Trust Comte.
Senior Vice Presidents:
Wm. Boyd, Jr.
Robert W. Christie
Elmer G. Grant
Edw. V. Randall, Jr.
Robert S. Taylor - Elmer H. Yeo, III.
Wm. J. Copeland, Executive Vice Pres.
Robert E. Milsom, Executive Vice Pres.
(Banking)

*PPG Industries, Inc.
1 Gateway Center, Pittsburgh, Pa. 15222
Phone: 434-3131
R. F. Barker, Chairman
J. A. Neubauer, President
R. M. Hainsfurther, V.P. & Genl. Mgr.
Glass Division
Dr. E. C. Larsen, V. P. & Genl. Mgr.
Coating & Resins Division
R. A. McLaughlin, V.P. Genl. Mgr.
Fibre Glass
W. F. Newton, V.P. Corporate Marketing
W. Carpenter, Vice Pres. Corporate Relations
J. E. Burrell, V. P. Genl. Mgr.
Chemical Division
D. J. Sherbondy, Vice President
Employee Relations
J. T. Owens, V.P. Secy. & Genl. Counsel
L. S. Williams, Vice Pres. Finance
R. M. Boyd, Vice Pres. Traffic and Transp.
(Plate Glass, Window Glass, Structural Glass, Automotive and Fibre Glass, Chemicals, Cement, Paints, Varnishes Brushes, Buildings Insulation)
Plants: Creighton - Ford City and Springdale, Pennsylvania

*Pittsburgh Post-Gazette
50 Boulevard of the Allies
Pittsburgh, Pa. 15222
Phone: 263-1100
William Block, Publisher
James F. O'Connor, Vice Pres. & Bus. Mgr.
Paul H. Bauman, Treasurer
Frank Hawkins, Editor
(Newspaper Publishers)

*Pittsburgh Press
34 Boulevard of the Allies
Pittsburgh, Pa. 15222
Phone: 263-1100
Barney G. Cameron, V. P. & Bus. Mgr.
Wilbur H. Boone, Asst. Bus. Mgr.
John Troan, Editor
(Newspaper Publishers)

*Wheeling-Pittsburgh Steel Company
4 Gateway Center Building
444 Liberty Avenue, Pgh, Pa. 15222
Phone: 471-3600
Allison R. Maxwell, Jr. Chmn. & Chief Exec. Officer
Robert E. Lauterbach, President
Joseph G. Smith, V.P. Operating Services and Intl. Division
A. G. Scott, Vice President-Sales
K. F. Maxcy, Jr., Asst. to Chairman
C. A. Brewer, Exec. V. P. Operations
Wm. L. Doepken, Vice President and President Wheeling Corrugating Co. at Wheeling, W. Va.
Hale D. Fox, Comptroller at Wheeling, W. Va.
Francis C. O'Leary, Genl. Counsel
Richard McL. Hillman, Exec. Vice President Corporate and Treasurer
Paul W. Koenemund, Exec. V. P. Admn.&Planning
James S. Howard, V. P. Accounting & Control
Forrest H. Kirkpatrick, V. P. & Secy.
Grady L. Roark, Vice Pres. Comml.
Robert E. Wright, V. P. Engr.Planning
R. M. Jarrett, Personnel Dir. (Wheeling)
William Holloway, Dir. of Purchases(Wheeling)
R. F. Schlentner, Genl. Sales Mgr. (Pgh)
(Hot and Cold Rolled Sheet and Cold Rolled Strip Specialties, Seamless Tubular Specialties, Wire and Wire Products, Construction Materials and Fine Wire Specialties, Semi-Finished Steel)

*Headquartered in Pgh Metro Area

Pittsburgh Steel Fdry. & Machine Co.
See PITTRON (Textron Company)

PITTRON COMPANY
(A Textron Company)
564 Forbes Avenue
Pittsburgh, Pa. 15219
Phone: 391-5500
A. C. Fisher, President
David H. Reebel, Vice Pres. Admn.
Michael E. Kaldon, Purchasing Agent
John V. Scherer, Vice Pres. Industrial Relations
J. A. Gottfried, Mgr. Marketing and Communications
Harry C. Ahl, Mgr. Marketing
(Steel Castings, Heavy Machining, Rolling Mills, Related Equipment, Industrial Furnaces)

H. K. Porter Company, Inc.
Porter Building - 601 Grant Street
Pittsburgh, Pa. 15219
Phone: 391-1800
T. M. Evans, Chairman
J. S. Morrow, President
R. W. Davison, Executive Vice President
J. M. Dixon, Controller
W. H. Hartzell, Treasurer
Donald F. Blake, Dir. Marketing Services
J. N. Yorke, Vice Pres. Finance
C. P. Stewart, Jr., Vice Pres Marketing
(Manufacturers fabricated steel products, high-voltage electrical equipment, refractories, rubber & synthetic & automotive industrial products, specialty alloys, steel wire, forged steel pipe fittings, drop forgings, wood and metal cutting tools, grinding wheels)

Pittsburgh & West Virginia Railway
See Norfolk and Western Rwys. Company

Radio Corporation of America
Meadowlands, Pa. 15347 (Washington County)
Phone: 222-1100 Area Code 412
W. H. Terres, Manager
W. R. Griswold, Manager Personnel
W. D. Boyle, Manager Purchases
Hdqs: New York City
(Broadcast and Communications Equipment)

*Headquartered in Pgh Metro Area

Robertshaw Controls Company
Youngwood, Pa. 15697
Phone: 925-7211
A. C. Hansen, Vice Pres. & Genl. Mgr.
P. I. Latta, Dir. Indus. Relations
A. T. Collins, Jr., Purchasing Agent
E. R. Gelfo, Sales Promotion
M. B. Gault, Gen. Sales Manager
(Automatic Temperature Controls)
Hdqs: Richmond, Virginia

*H. H. Robertson Company
2 Gateway Center - 603 Stanwix Street
Pittsburgh, Pa. 15222
Phone: 281-3200
Douglas A. Jones, President
C. H. Schulz, Jr., V. P. Controller & Treasurer
J. W. Herron, Vice President Sales
J. C. Hill, V. P. Secretary and Genl. Counsel
Fred G. Singleton, Sr., Vice President
Carl G. Nelson, Purchasing Agent (Ambridge, Pa.)
D. K. Archer, V. P. & Genl. Mgr. (Ambridge, Pa.
(Industrial, Commercial and Institutional Building Products, Synthetic Resins, Vibration Analysis Equipment)
W. D. Zimmer, Personnel Director

*Rockwell Manufacturing Company
Rockwell Building - 400 North Lexington Avenue
Pittsburgh, Pa. 15208
Phone: 241-8400
Willard F. Rockwell, Chairman
Willard F. Rockwell, Jr., Vice Chairman
A. C. Daugherty, President
H. A. Heimbach, V.P. & Exec. Asst. to President
Gilbert T. Bowman, Exec. Vice President
E. F. Foubert, V. P. Industrial Relations
W. L. Neely, Treasurer
B. D. Cox, Dir. of Corporate Advertising
Terry Ayres, Director of Purchases
E. A. Loeser, V. P. Personnel
Frank P. Maxwell, Exec. V. P. in Europe
(Company and subsidiaries make a wide variety of valves, meters, regulators and automatic systems for control of liquids and gases. Other products are portable and stationary electric and penumatic power tools, recording devices, taxi and parking meters, small gasoline and diesel engines, plastic molded parts, hydraulic transmissions and pumps, transit industry products, wellhead equipment, steel, iron and aluminum castings, sealants, LPG and tank truck meters and metering systems.)

*Rust Engineering Company
Division Litton Industries
930 Fort Duquesne Boulevard
Pittsburgh, Pa. 15222
Phone: 391-6400
S. M. Rust, Jr., Chairman
Raymond L. Hess, Jr., President and
Chief Executive Officer
C. A. Ferguson, Vice President and
Asst. to President
G. F. Gardner, Sr. Vice President
W. F. Edmonds, Sr. Vice President
M. K. Steenhill, Vice President
R. W. Huysman, Vice President Engr.
Peter Bolvig, V. P. Bus. Development
Buell Whitehill, Jr., Dir. of Personnel
John Lisle, Dir. of Public Relations
S. D. Clark, Jr., Purchasing Agent
(Engineering and Construction -
Industrial and Heat Treating Furnaces)

St. Joseph Lead Company
Monaca, Pa. 15061 (Beaver County)
Phone: 761-1137
Charles D. Henderson, Division Manager
Wm. F. McCullough, General Superintendent
Jos. R. Nard, Personnel Administrator
Clifford A. Conlin, Industrial Relations
T. E. Halbrook, Purchasing Agent
Hdqs: New York City
(Primary Smelting and Refining of Zinc)

St. Regis Paper Company
1-28th St., Pgh, Pa. 15222 (Plant)
Phone: 471-5325
C. I. Kay, Genl. Mgr. Pgh Operations
G. M. Kincade, V. P. & Genl. Mgr.
Container Division
R. L. Shipley, Personnel Manager
George Skirda, Purchasing Agent
(Corrugated paper boxes and paper products)
Hdqs: New York City
Plant in Crafton, Pa.

*Screw & Bolt Corporation of America
H. K. Porter Building (Exec. Offices)
601 Grant Street, Pgh, Pa. 15219
Phone: 471-6950
Louis Berkman, Chairman and President
Harvey S. Monheim, Asst. to Chairman
Irving J. Berkman, Exec. Vice President
Jos. P. Fagan, Dir. Industrial Relations
Jos. P. Somers, V. P. Wyckoff Steel Div.
Francis M. Hernan, V. P. Admn. & Finance
Wm. R. Koester, Secretary and Treasurer
Plants: Colona Division at Monaca, Pa.
Wyckoff Steel Div. at Ambridge, Pa.

*Headquartered in Pittsburgh Metro Area

Sears, Roebuck & Company
2 Stockton Avenue (Allegheny Center)
Pittsburgh, Pa. 15212
Phone: 322-8500
John R. Arnold, General Manager
R. B. VanDuzen, Group Operating Supt.
George McCombs, Group Advertising Manager
K. R. Calef, Personnel Dir.(Allegheny Center)
Harry H. Riker, Sales Promotion Manager
W. C. MacCullouch, Group Controller
(Department Store)

Sealtest Foods Division
National Dairy Products Corporation
2121 Noblestown Road
Pittsburgh, Pa. 15205
Phone: 922-2600
H. J. Ellis, General Manager
A. E. Johnson, Controller
G. A. Davis, Manager Personnel
L. L. Johnson, Store Sales
Fred Fry, Transportation Manager
Joseph Taylor, Purchasing
H. R. Hertenstein, Operations Manager
(Milk, Ice Cream and other Dairy Products)

*Shenango, Inc.
One Oliver Plaza - Liberty Ave. & Wood St.
Pittsburgh, Pa. 15222
Phone: 281-0987
W. P. Snyder, III., President
John K. Foster, Exec. V. P. & Treasurer
G. Whitney Snyder, Vice President
Fayette Brown, Jr., Vice President
W. Laird Davis, Administrative Vice President
and Secretary
Louise Weber, Personnel
Harry Jones, V.P. Purchases (Neville Island)
J. M. McCracken, V.P. Production (Neville Island
(Ingot Castings, Moulds & Ingot Mould Stools)

*Sinclair-Koppers Company
Koppers Building - 436-7th Avenue
Pittsburgh, Pa. 15219
Phone: 391-3300
Chester E. Brown, President
Ray C. Smith, Executive Vice President
Jos. B. Schmitt, Vice Pres. Marketing
E. Michael Kuhn, Vice Pres. Planning
Geo. J. Groeneman, Indus. Relations Manager
Ralph J. Heinz, Treasurer
Paul Cornyn, Advertising
Wallace K. Todd, Manager Operations
(Plastics)

Electrical Products Division
Midland-Ross Corporation
1207 Columbus Avenue
Pittsburgh, Pa. 15233
Phone: 322-2345
W. H. Satterfield, Vice President and General Manager
R. I. Pontius, Dir. of Planning
R. V. Housel, Dir. Indus. Relations
J. E. Kreuzer, Dir. Research and Products Development
F. E. Rickel, Dir. of Marketing
J. D. Iaconis, Controller
(Electrical Construction Materials)

Swindell-Dressler Company
Division Pullman, Inc.
441 Smithfield St., Pgh, Pa. 15222
P. O. Box 1888, Pgh, Pa. 15230(Mail)
Phone: 391-4800
Warren L. Smith, President (New York)
D. J. Morfee, Exec. Vice President
H. I. Martin, Sr. Vice President
W. P. McCabe, Vice President
J. D. Flaherty, Vice Pres. & Treas.
C. T. Newton, Vice President
D. E. Stingel, Sr. Vice President
J. R. Kersch, Controller
P. D. Duncan, Purchasing Agent
J. A. Yermal, Personnel Director
Gerome Gordon, Vice Pres. Sales
J. M. Guernsey, Vice Pres. Sales
O. H. Cross, Vice President
(Design-engineering for public works agencies including steam and electric utilities, water supply sewage treatment, dams and highways)

TWA (Trans World Airlines, Inc.
Chatham Center, Pittsburgh, Pa. 15219
Phone: 391-3240
Wayne E. Rankin, General Manager
D. H. Youmans, District Sales Manager
J. E. Spiegel, Jr. Reservations Manager
Claude M. Rand, Passenger Sales Supvr.
(Air Transportation)

*Thorofare Markets, Inc.
Murrysville, Pa. 15668
(Westmoreland County)
Phone: 327-5000
M. G. Hulme, Chairman and Chief Executive Officer
T. L. Harshbarger, President
Wm. T. Henry, Secretary and Treasurer
D. K. Zimmerman, ExecutiveVice President
Assistant Vice-Presidents:
R. F. Zupancic - H. E. Matthews

Thorofare Markets, Inc. (Continued)
J. P. Fry, Consultant
S. W. Richardson, Personnel Director
J. E. Williams, Controller
(Chain Supermarket)

*USS CHEMICALS
Division United States Steel Corporation
Grant Building - 330 Grant Street
Pittsburgh, Pa. 15230
Phone: 433-1121
W. Kenneth Menke, President
John W. Clinton, Vice Pres. Comml. & Services
Henry Avery, V.P. Plastics
W. James Kemerer, Comptroller
W. C. Fix, Director - Personnel Services
Paul L. Ryder, Manager of Purchases
Plant: Neville Island
(Chemicals and Plastics)

*Signal & Communication Division (WABCO)
Pittsburgh, Pa. 15218 (Swissvale)
Phone: 242-5000
C. B. Ramsdell, Vice Pres. & Genl. Mgr.
C. F. Wert, Manager Marketing
F. G. Miller, Mgr. Industrial Relations
L. Kopsa, Manager Personnel
A. E. Allard, Senior Buyer
D. Allshouse, Manager Purchases
(Railway signaling, communications and control systems, electronic components and equipment)

*Union National Bank of Pittsburgh
4th Avenue and Wood Street
Pittsburgh, Pa. 15222
Phone: 644-8111
William B. McFall, Chairman
Charles L. McCune, President
Richard D. Edward, Exec. Vice President
(Banking)

United Airlines
Porter Building - 601 Grant St., Pgh 15219
Phone: 471-0700
George Keck, President in Chicago, Ill.
W. A. Glassford, Special Asst. to President
W. E. McGarry, Vice President
G. H. Van Hellen, District Sales Manager
Kenneth Bracken, Regional Publicity Manager
E. W. Risdon, Area Mgr. Sales & Service
S. T. McDermott, Customer Service Manager
W. C. Kipe, Reservation Sales Manager
(Air Transportation)

*Headquartered in Pittsburgh Metro Area

*United Engineering & Foundry Company
Wean United, Inc.
948 Fort Duquesne Boulevard
Pittsburgh, Pa. 15222
Phone: 261-6300
Geoffrey G. Beard, Chairman
Kirtland C. Gardner, Jr., President and Chief Executive Officer
Clark H. Johnson, Vice Pres. Sales
J. E. Collery, Mgr. Indus. Relations
T. A. Kiley, Vice President Purchases
R. M. Reisacher, Exec. Vice President
J. R. Adair, V. P. Engineering
Dr. M. D. Stone, V. P. Research and Development
W. S. McKay, V. P. Finance-Treasurer and Secretary
Frank-Kneeland Plant
55th St. & AVRR, Pgh, Pa. 15201
D. W. Ford, Plant Manager
Phone: 781-4226 or 781-9878
(Rolling Mill Machinery, Auxiliary Equipment and Forging Presses)

*United States Steel Corporation
525 Wm. Penn Place Building
Pittsburgh, Pa. 15219
Phone: 433-1121
E. H. Gott, Chairman
Edgar B. Speer, President
Robert C. Tyson, Chmn. Finance Comte.
Wm. W. Crawford, Vice Pres. Purchasing
R. Heath Larry, Vice Chairman and Personnel Services
Harold Hoffman, Genl. Mgr. Advertising
Edw. C. Myers, Asst. to Vice Chairman
J. E. Angle, Exec. Vice Pres. Production
Jno. Pugsley, Exec. Vice Pres. Intl.
A. V. Wiebel, Exec. V.P. Engr. & Research
H. J. Wallace, Exec. V. P. Comml.
W. A. Walker, Vice Chairman Finance
J. Warren Shaver, Admn. Vice Pres.
Don Clay, Director Public Relations
(Iron-steel and various related products, mining of coal and rendition of advisory services to certain subsidiaries)

*VASCO (A Teledyne Company)
Hdqs: and Plant - Latrobe, Pa.
(Westmoreland County)
Phone: 537-5551 or 242-1300
H. R. Wimmersberg, Chairman
Ralph W. Rawson, President
George A. Roberts, President Teledyne Co. in Los Angeles
J. Cleveland McKenna, Secretary
Ralph E. Tygard, Controller
Alex B. Smith, Purchasing Agent

VASCO (Continued)
Ken Bowman, Personnel Director
Pittsburgh Sales Office -
7 Parkway Center, Pittsburgh, Pa. 15220
Phone: 922-6066
Mr. Marcus M. Smith, Jr., Manager
(High speed tools and special steels in all shapes and forms)

Walworth Company
Huff Avenue, Greensburg, Pa. 15601
(Westmoreland County)
Phone: 837-2000
R. J. Cardinal, Division Vice President
R. W. Christman, Plant Manager
V. A. Tredinnick, Administrative Asst. to Vice President of Sales
E. K. Buxton, Dir. of Manufacturing Operations
Hdqs: New York City
(Steel, iron and brass valves)

*Washington Steel Company
Woodland & Griffiths Avenues
Washington, Pa. 15301
(Washington County)
Phone: 222-8000
(Mail) P. O. Box 494, Washington, Pa. 15301

George Baumunk, President and Chief Administrative Officer
C. R. Kennedy, Treasurer
E. H. Frank Vice President Production
Jos. W. Spragg, Personnel Director
John P. Eberhart, Vice President Commercial
H. H. Hildreth, Manager Sales Service
H. R. Fulton, Purchasing Agent
(Micro-Fold Stainless steel sheet, strip and coil, Micro-Fold Stainless Steel Sheet and Coil; Micro-Cast slabs in stainless steel; Micro-Flex Soft Stainless Steel Sheet and Coil; Micro Titanium Sheet and Strip.

*West Penn Power Company
Cabin Hill, Greensburg, Pa. 15601
Phone: 837-3000
R. G. MacDonald, President
Benjamin Bennett, Secretary & Treasurer
V. B. Livingston, Mgr. Area Development
J. K. Walter, Mgr. Public Relations
W. H. Merrifield, Public Relations Consultant
F. J. Funari, Vice President Marketing
Clyde W. Swanson, Director of Personnel
W. Y. Cottom, Manager Purchasing
(Electric Light, Heat and Power)

*Headquartered in Pittsburgh Metro Area

Western Electric Company
6585 Penn Avenue
Pittsburgh, Pa. 15206
Phone: 362-3000
F. F. Wynne, Manager
J. P. McGuigan, Personnel Supvr.
R. E. Fowlie, Stores and Service Manager
John R. Lauritzen, Production Mgr.
T. G. Wolfarth, Buyer
Hdqs: New York City
(Telephone Communication Equipment)

*Western Pennsylvania National Bank
Fifth Avenue and Smithfield Street
Pittsburgh, Pa. 15222
Phone: 471-8600
M. A. Cancelliere, President
C. W. Metcalf, Exec. V. P. & Cashier
Senior Vice Presidents:
G. Howard Arensberg, Jr.
Stephen D. Corriss
W. E. Bierer
Thos. E. Wilshire
(Banking)

*Westinghouse Air Brake Company
Subsidiary - American Standard, Inc.
3 Gateway Center Building
Pittsburgh, Pa. 15222
Phone: 471-3241
A. K. McCord, Vice Chmn. Exec. Comte American Standard, Inc.
L. E. Walkley, President and Chief Executive Officer
W. Lyle Richeson, Asst. to President
R. W. Murray, V. P. & Genl. Counsel
Jack L. Mason, V. P. Industrial Relations
Donald M. Deer, Asst. V. P. Public Relations
Bunnel Keith, V.P. & Group Exec. of Transportation
Plant: Wilmerding, Pa. 15148
William Ayres, Vice Pres. & Genl. Mgr.
Phone: 271-1490
(Air Brakes and Accessories for Railway Rolling Stock, Railway Signaling Systems, Car Retarders, Train Communications Systems, Air Compressors and Pneumatic Control Equipment, Rock Drills, Military Electronics, Research, Development and Products)

*Wheeling-Pittsburgh Steel Company
4 Gateway Center, Pittsburgh, Pa. 15222
Phone: 471-3600
Allison R. Maxwell, Jr. Chmn. & Chief Executive Officer
Robert E. Lauterbach, President
Joseph G. Smith, V. P. Operating Services and Intl. Division
A. G. Scott, Vice President-Sales
K. F. Maxcy, Jr., Asst. to Chairman
C. A. Brewer, Exec. V. P. Operations
Wm. L. Doepken, Vice President and President Wheeling Corrugating Company at Wheeling, W. Va.
Hale D. Fox, Comptroller at Wheeling, W. Va.
Francis C. O'Leary, Genl. Counsel
Richard McL. Hillman, Executive V. P. Corporate and Treasurer
Paul W. Koenemund, Exec. V. P. Administration and Planning
James S. Howard, V. P. Accounting & Control
Forrest H. Kirkpatrick, V. P. & Secy.
Grady L. Roark, Vice President Commercial
Robert E. Wright, V. P. Engineering and Planning
R. M. Jarrett, Personnel Director (Wheeling)
R. F. Schlentner, Genl. Sales Mgr. (Pgh)
(Hot and Cold Rolled Sheet and Cold Rolled Strip Specialties, Seamless Tubular Specialties, Wire and Wire Products, Construction Materials and Fine Wire Specialties, Semi-Finished Steel)

*Westinghouse Electrical Corporation
4 Gateway Center Westinghouse Bldg.
Pittsburgh, Pa. 15222 Phone: 255-3800
D. C. Burnham, Chairman
J. W. Simpson, President Power Systems Division
C. E. Hammond, President Consumer Products Division
R. E. Kirby, President Industrial & Defense Products
D. H. McGannon, President Broadcasting - Learning and Leasure Time
M. K. Evans, Vice Chairman - Planning
G. L. Wilcox, Vice Chairman - Corporate Affairs
Carlisle P. Myers, V. P. Genl. Counsel
Russell B. Read, Treasurer
L. W. Yochum, Vice Pres. & Controller
R. H. Bolin, Dir. Marketing Communications
T. K. Phares, Dir. of Public Relations
D. C. Weisenstein, Dir. of Purchases
T. P. Jones, V. P. Marketing
H. S. Kaltenborn, V. P. Personnel and Public Affairs
Plants at E. Pgh - Derry - Beaver and Sharon.
(Electrical Products)

*Headquartered in Pittsburgh Metro Area

*Edwin L. Wiegand Division
Emerson Electric Company
7500 Thomas Boulevard
Pittsburgh, Pa. 15208
Phone: 242-6400
Ernest N. Calhoun, Chairman
Nelson S. Brooks, President
R. L. Grumley, Vice President Finance
Stephen Campanella, Vice President
Industrial Sales
Edward S. Johnson, Executive Vice President
of Operations
Werner S. Eyth, Executive Vice President
Marketing and Sales
George Sowash, Advertising
R. D. Allshouse, Vice President Procurement
L. W. McElhinney, Director Indus. Relations
(Electric Heating Units and Equipment)

F. W. Woolworth Company
1-58 Allegheny Center
Stockton Avenue, Pittsburgh, Pa. 15212
Phone: 231-6940
A. C. Baschnagel, Dist. Mgr.
R. J. Powers, Dist. Mgr. (Variety Chain Stores)

Electrical Products Division
see on Page 16.

*Headquartered in Pittsburgh Metro Area

STUDENT PROGRESS REPORT
(Counseling and Academic)

Student Name _____

Place of employment _____

Type of vocational training _____

Narrative evaluation of student progress (including achievements, problems, suggested solutions, special needs, and requirements)

CURRICULUM CONTENT FORM

Academic Subject _____

Course Content Changes _____

_____

_____

_____

_____

_____

Rationale for Changes _____

_____

_____

_____

_____

_____

_____

Changes in Curriculum Objectives _____

_____

_____

_____

_____

_____

VOCATIONAL REQUIREMENTS FORM

Trainee's Name _____

Name of Company _____

Type of Job Training _____

Academic Needs _____

_____

_____

Student Vocational and Personal Needs (include dress, behavior, basic knowledge of general work procedures, orientation, being on time, etc.)

_____

_____

_____

_____

Problems (if any) _____

_____

_____

_____

Suggested Solution _____

_____

_____

_____

Special Company Requirements (if applicable) _____

_____

_____

_____

NOTE TO WORK TRAINING SUPERVISOR: A team of counseling, academic curriculum, and media professionals stands ready to meet with you at any time to discuss your requirements for student success.

APPENDIX V

Proposal for Pilot Implementation of Project S. E. T.

Commonwealth of Pennsylvania - Department of Education | Fiscal Year | School Unit | Project Number | Date

VOCATIONAL EDUCATION APPLICATION FOR

[ ] Consumer and Homemaking Education (Part F)

[ ] Research and Related Activities

[X] Cooperative Education (Part G)

[ ] Other

PDE-342 (1/70)

EXPENDITURE BY LOCATION

Check the one box that closely identifies the area served.

[ ] Urban [ ] Suburban

[X] Innercity [ ] Rural

INSTRUCTIONS: Submit original and four copies. See School Administrators' Handbook 141 900 for detailed instructions.

1. PROGRAM

Cooperative Work Study Program for Educationally Alienated Students
Project S.E.T. - Implementation

2. EDUCATIONAL AGENCY

Pittsburgh Public School District

3. ADDRESS O.V.T. Center
635 Ridge Avenue
Pittsburgh, Pennsylvania 15212

4. COUNTY

Allegheny

5. DURATION OF PROGRAM FROM 9-1-70 TO 6-30-71

6. TELEPHONE

412-682-1700

7. PROJECT NO. (IF THIS IS A CONTINUATION OF A PREVIOUSLY APPROVED PROJECT)

30918

8. VOCATIONAL FIELD (CHECK ONE)

	Trade & Industrial
	Agriculture
	Business
	Distributive
	Home Economics
	Health
	Technical Education
X	All Fields

9. PROGRAM LEVEL / PER CENT OF USE

Secondary	100
Post-Secondary	
Disadvantaged	100
Handicapped	
Mixed Group (Exp.)	
Adult Supplement'y	
Adult Prepare'ty	
Other (Explain)	
TOTAL	100

10. TYPE RESEARCH (CHECK ONE)

	Experimental
	Developmental
X	Pilot
	Exemplary
	Mini-grant A
	Mini-grant B
	Workshops
	Other

11. TOTAL PROPOSED PROJECT COST

$ 224,850

PDE USE ONLY

LOCAL	FEDERAL
$	$

REIMBURSEMENT

$ APPROVED $

12. SUMMARY Pilot implementation of a counseling-centered educational program in cooperation with the industrial-business community for alienated students identified as potential dropouts from mainstream education. Operationally, paid skill-centered training will be arranged in industry as the student participates in an educational component using specially designed models in counseling, curriculum, and media highly responsive to his particular needs and life style. Evaluation and follow-up will yield a comprehensive, total program for service to such students.

The Assurance of Compliance with Title VI of the Civil Rights Act dated 1-25-65 applies to this application.

LOCAL APPROVALS

Person Responsible for Project (Signature and Date) 8-25-70

Chief School Administrator (Signature and Date) 8-25-70

PDE REVIEW AND APPROVAL

Regional Chief of Vocational Education Field Service (Signature and Date)

Review Committee (Signature and Date)

State Director of Vocational Education (Signature and Date)

ITEM	ESTIMATED TOTAL	AMOUNT TO BE EXPENDED		FED. U. AS. AM.
		LOCAL	FEDERAL	
1. Instructional Services				
A. Instructional Salaries Only	57,517.00		57,517.00	
B. Instructional Supplies	15,000.00	5,000.00	10,000.00	
C. Rental of Instructional Equipment	-	-	-	
D. Local Supervision (Where Applicable)	21,980.00	21,980.00		
E. Guidance and Counseling Salaries	43,000.00		43,000.00	
F. Clerical Salaries	6,353.00	1,313.00	5,040.00	
G. Travel	5,000.00		5,000.00	
H. Other Allowable Items (Identify Below)	36,000.00		36,000.00	
Instructional Services Total	$184,850.00	28,293.00	156,557.00	
2. Fixed Charges (Identify below)				
A. Rental of Nonpublic Space	8,000.00		8,000.00	
B. Employer Share of Employe Benefits	11,385.00	2,329.00	9,056.00	
C. Other Fixed Charges	600.00		600.00	
Fixed Charges Total	19,985.00	2,329.00	17,656.00	
3. Minor Remodeling of School Plant	-	-	-	
4. Equipment Purchase				
A. Instructional Equipment	3,035.00		3,035.00	
B. Other Capital Expenditures				
Equipment Purchase Total	3,035.00		3,035.00	
5. Other Costs				
A. Utilities (Including Telephone)	1,000.00	500.00	500.00	
B. Custodial or Janitorial Services	5,000.00	5,000.00		
C. Tuition, Fees or Other Incidental Student Charges	750.00		750.00	
D. Trainee Transportation	5,100.00		5,100.00	
E. Equipment Maintenance and Repair Printing	1,880.00	1,250.00	630.00	
F. Other Miscellaneous Costs (Identify below)				
Other Costs Total Office Supplies	2,250.00	1,250.00	1,000.00	
Special Clothing	1,000.00		1,000.00	
6. Proposed Cost (Total of Items 1 through 5)	16,980.00	8,000.00	8,980.00	
	$224,850.00	38,622.00	186,228.00	

COOPERATIVE WORK-STUDY PROGRAM

FOR EDUCATIONALLY ALIENATED STUDENTS

PROJECT S. E. T.

Pittsburgh School District
341 South Bellefield Avenue
Pittsburgh, Pennsylvania 15213
Telephone 412-682-1700

Initiated By:

J. C. Olson
Assistant Superintendent
System-Wide Programs
Board of Public Education, O. V. T. Center
635 Ridge Avenue
Pittsburgh, Pennsylvania 15212
Telephone 412-682-1700, Ext. 221

Submitted By:

R. G. Lamping
Director
Occupational, Vocational, and Technical Education
Pittsburgh Board of Public Education

Funds Requested From State: $186,228

Total Project Funds: $224,850

August, 1970

ABSTRACT

Title:	Cooperative Work-Study Program for Educationally Alienated Students Project S. E. T., Phase II - Implementation
Submitted by:	Occupational, Vocational, and Technical Education Division, The Pittsburgh Board of Public Education
Applicant Agency:	Pittsburgh School District
State Funding:	$186, 228
Total Project Funds:	$224, 850
Beginning Date:	September 1, 1970
Ending Date:	June 30, 1971

Summary:

Phase I, developmental segment of a three-phase research demonstration program, designed a counseling-centered educational model for use by students identified as potential dropouts, alienated from mainstream educational programs. Models were developed in counseling, curriculum, and media. Industrial/business contacts were established to create a skill-centered training component. The model designs are characterized by a high degree of responsiveness to the needs of alienated students as defined by the counseling function.[1]

Phase II is the pilot implementation of the counseling-centered educational program which provides a supplementary on-the-job training experience in the industrial/business community for 50 educationally alienated students. After counseling elicits program acceptance, a vocational potential profile will be drawn through consultation with on-site exploratory and skill-centered teachers. Those students, who because of alienation, have not demonstrated vocational potential will be phased into a pre-vocational testing program. The vocational profiles will serve as a guide in selection of specific work experiences appropriate to demonstrated skills.

---

[1] Developmental Project, Cooperative Work-Study Program for Educationally Alienated Students, February 17, 1970, O. V. T. Division, Pittsburgh Board of Public Education, Project Number 30918.

Simultaneous to the work experience, the educational component will become operational utilizing the models developed in curriculum and media. The wide range of vocational requirements will dictate modification of the original models.

This work-study model is intended to reach and positively influence students not being serviced by any other existing program in the school system and to assist them in internalizing a value for educational/vocational achievement and adjustment. The program has meaning for the deprived, alienated student in that he gains immediate financial reward while gaining supportive remediation and a marketable skill. More importantly, the program is directed to bridging the ever-expanding gap between the alienated student and the social, educational, and vocational community which he now feels is not responsive to his life cycle and toward which he feels estranged.

PROBLEM

The 1968 Amendments to the Vocational Act of 1963 served to clarify and delineate the functions of vocational education in the mainstream educational programs of today's secondary schools. For example, Cooperative Work-Study programs were and are to be continued to be designed to enable students to gain a clear picture of what is actually involved in employment situation. Part G, Section 171 of the law, indicates that Congress has responded positively to the results emanating from cooperative programs where formal education is supplemented by a work experience that serves to broaden a student's perception of those knowledges, skills, and appropriate attitudes that are necessary in employment. In addition, representatives have found that these programs "remove the artificial barriers which separate work and education and by involving educators with employers, create inner action whereby the needs and problems of both are made known."

In spite of the positive forces created by cooperative work experiences, many students currently enrolled in secondary schools are unable to avail themselves of the input learnings and motivation a work-study program may provide. Who is this student? Where is he in the educational picture? Why hasn't he participated somewhere or somehow in a work-study experience?

Who is this student? Perhaps the most comprehensive "label" is that he (or she) is educationally alienated. Somehow in the process of education (about 10 years or more), this individual hasn't adapted to, or been served by mainstream educational programs. How might he be characterized by school personnel? He may be over age for any given traditional program level. He shows no interest in school. He is absent a great deal. He may be in rebellion against the teachers. He may be ready to drop out, for it seems as if he has no alternatives; but he does know that whatever is offered to him in the mainstream or regular school programs doesn't fit his pattern or style of life and learning.

Why hasn't the "alienated" student participated in a Work-Study Program? There are several probable, if not possible, replies to this question. Many of these students may not meet the criteria established by federally sponsored Work-Study Programs which currently supplement mainstream education.[1] Another road, that of Distributive Education, which is a mainstream program, may not seem relevant to him--so, he didn't elect the course! Still another reply relates to an assumption underlying work-study situations that students should come to the work stations with a series of competencies, which were developed in a vocational skill-centered course. The student vocational

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[1] Examples of such programs include Neighborhood Youth Corps and varying types of Summer Work Experiences.

education may not have reached the individual who is interested in immediacy. Perhaps he has heard too often the statement, "why learn a skill--when you get out into industry or business, they won't hire you anyway?" Today, there are many employers who "screen out" rather than "screen in" many of the alienated individuals in our society, whether those individuals be black or white.

What function should vocational education serve for the "educationally alienated?" One alternative is to develop a work-study program where competency is not "brought" by the student to a work station, but instead the student initially gains his marketable skill at the work station; and this immediate goal/function of purposeful, productive work is complemented by a multiple of school services--vocational classes among them.

One factor is naggingly paramount. Perhaps the student has competency but no one has helped him to identify it. Perhaps he doesn't have or hasn't had an opportunity to find out about himself. In short, the element that is inherent in any work-study program, that of the counseling/coaching function has not been brought forth for this student. It is this function more than any other that would lead to the development of this individual so that he would be able to participate in the labor market. In other words, he has something to contribute but for some reason or another, an opportunity hasn't been

provided for him to even test his potential! A counseling centered work-study program, which emphasizes in the school situation the counseling function and enables the industrial/business situation to assume the entry training role, may present for the alienated student a more relevant solution to some of the problems and situations he has encountered in regular high school education.

The problem centers on developing an educational environment in which counseling becomes the focal point; whereas, the industrial/business community becomes the "environment for learning a skill" which is marketable. This latter can usually be done by what is known as O. J. T., on-the-job training. Industry has allocated time and money to develop training programs and this "economic community" (industry) has also expressed an interest in becoming a participant with the educator in developing the fullest potential of human resources, that resource on which all of the work world is dependent. Doors are being opened for a "coupling approach" to vocational education.

The communities surrounding Oliver High School, as reflected by recent confrontations and events, appear to be experiencing problems which have racial and economic overtones. In a period of industrial economic belt tightening, jobs have become scarce and the unskilled worker with limited education and skills finds he is among the first to become unemployed. The wage earner, parents of many of Oliver's

student population have found themselves in this position. The economic effect is sorely felt by the families of such workers and is negatively influencing their total life style and adjustment in the community. The students at Oliver particularly reflect this situation in their responses to society in general and the school in particular. The competition among the adults for jobs, status and economic stability finds expression with the students in racial conflict which is a more familiar part of his culture and therefore more easily recognized and "dealt with" in confrontations. As a result of such occurences some of the students, most deprived to start with, now find themselves becoming embroiled in a situation not of their making and lacking any real understanding of the actual forces at work. It is predictable that this student, alienated to some extent by imposed culture and values now becomes totally alienated from the educational process and most aspects of community and personal life. His adjustment to the total situation, as he perceives it, is not to adjust at all, or in effect to "drop out"; out of school, out of social interaction, out of any possibility to adapt, achieve or adjust. This totally alienated individual who lacks direction, goals and any knowledge of an approach to his problems is the person to be served by this program.

While it is difficult to generalize about the educationally alienated student there are some aspects of his life style that are often commonly

shared and negatively affect his interest in education and work.

This student most likely lives in an economically depressed, lower class neighborhood. Usually the family structure is maternally dominated. His finances are quite limited as are his material possessions. He often lives with a grandparent or older siblings. Family influence and support assistive to adjustment is lacking as is productive direction toward most aspects of achievement. This individual sub-culture often has not been effective in helping him internalize a common middle class value for work or education. Though he may have good basic intelligence, he does poorly on standardized tests that disregard cultural differences and finds traditional education completely unresponsive to his needs as he perceives them. He will approach his problems from this inappropriate orientation and bring with him to this program, mistrust, hostility, poor basic academic skills, emotional problems and some degree of negativism. Of course this is not meant to imply that all students will fit this description and therefore can be served with one structured model approach. Each of the students to be served is unique, an individual, and the program methods and goals must be dynamic and responsive to these differences.

BACKGROUND

There have been many responses or approaches developed to motivate youth either to remain in school or to supplement classroom instruction in skill-centered education. Perhaps the most widely recognized programs are Neighborhood Youth Corps and Cooperative Work-Study. Both types of programs have had varying degrees of success, depending upon local district organization and administration.[2]

Funds from federal legislation have also been used to establish work-study opportunities during summer months. In Pittsburgh, such programs were operationalized in conjunction with ongoing and current vocational programs. Through this type of programming, students were afforded an exploratory work experience in order that they might determine interest and/or readiness for vocational courses offered during regular school year.

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[2]Pittsburgh Schools in 1965-66 demonstrated that the drop-out rate for N. Y. C. enrollees was half the 8.4 per cent rate for the total district. See Pittsburgh Public Schools, "Neighborhood Youth Corps: Holding Power Study, School Year 1965-66," March, 1967, p. 4 (Mimeographed). Urban centers also are deeply involved in work-study opportunities. Pittsburgh is but an example where such an activity has doubled for student participation as employers become more cognizant of this program. For example, in Pittsburgh during 1966, 425 students were placed in 200 work stations. This increased to over 600 in 1967-68; and in 1968-69, 1,819 students were served by the program. Olson, J. C., "Survey, The O. V. T. Division, Charges, Accomplishments, Plans," September, 1969, pp. 137-140, 147-156 (Mimeographed).

The contact with the business/industrial community has been fragmented for students in that enrollment in vocational curricula is the primary prerequisite for a work-study exposure. (This does not apply, however, to programs such as Neighborhood Youth Corps.) Therefore, many students, particularly potential dropouts, were not involved in activities which might shed some "light of relevancy" on educational programs. In order to gain more insight into the educational establishment and to contribute to the educational process, a national trend of companies or firms "adopting" schools has become a prominent feature in the work-study picture. Generally, the contributions may be classified in the following manner:

Firms provide consultants for ongoing programs; for example, North American Rockwell and Downey Unified School District, Downey, California.

Firms provide counseling information and/or tutoring services; for example, Bell Telephone Company and the Pittsburgh Schools (Fifth Avenue High School) or Phoenix Mutual Life Insurance Company and Hartford Public High School, Hartford, Connecticut.

Firms provide some form of training experience; for example, Smith, Kline, and French Laboratory and the School District of Philadelphia, Philadelphia, Pennsylvania, and First Pennsylvania Bank and the Philadelphia School District, or Chrysler Corporation and Northwestern High School, Detroit, Michigan.

The exemplary programs cited demonstrate the interest of industry/business in education. However, perhaps the real contribution by the multitude of firms should be directed increasingly to the

element of "training" and the schools should assume the function of adaptive and adjustment services--in order to involve more fully students who have for various reasons been alienated from the educational stream.

OBJECTIVES

The Implementation Phase (Phase II) of this project will focus on:

1. Initiating a pilot program issuing from the design of a counseling, curriculum, media model which will involve a Coordinator, Clinical Psychologist, Counselors, Program Specialist, Media Specialist, Teachers, and Business/Industrial Work Supervisors. These individuals will join in a cooperative, counseling-centered, work-study project to identify and serve deprived, alienated youths who are potential dropouts from mainstream education and are not being serviced by existing program options.

2. Testing the models that were designed to support and influence alienated students to undertake and remain in a program which will enable them to understand and develop their educational and vocational potential and select individually appropriate alternatives in education and the world of work. Eliciting a willingness to participate in the program is initially a major objective confronting the counseling function. Once participating, the focus will change to continuing, adaptive counseling support of the student to help him remain in the program.

3. Completing a survey of vocational potential on individual participants, through consultation with their exploratory (Industrial Arts--Home Economics) and skill-centered teachers or, where the student did not demonstrate potential skills, by reason of his educational alienation, by means of a prevocational evaluation using a simulated job sample technique. Where required, the job sample technique yields more realistic results than formal standardized testing, which involves a higher order of abstractness inherent in such methods.[3] In addition, the deprived student often has considerable negative perceptions of a formal testing situation, further detracting from reliability of results.

4. Individually devised broad educational/vocational programs for each student based on his total presenting needs as determined by team participation. Continuous modification and refinement of the individual programs and model structure in order to assure achievement and adjustment to the highest level of each student's capability.

5. Establishing a pre-service orientation for on-the-job training supervisors in order to overview the program, define basic program concepts and delineate their responsibilities in the training/guidance process of each student.

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[3] Work and Human Behavior, Walter S. Neff, Atherton Press, New York, 1968, p. 177FF

6. Achieving a cooperative approach for maximum effectiveness of program operation through communication of concepts and objectives to school, community, and industry. Increasingly, these institutions are recognizing the beneficial returns which result from greater interaction and which ultimately serve their individual and collective interests. Reinforcing and giving impetus to this trend is an intended major side effect of this program. Continuing effort is necessary and appropriate to achieve a desirable state of further interaction.

7. Developing a total comprehensive model (Project S. E. T.) appropriate for duplication and expansion within the school system, through team interaction on reporting of methods and follow-up of procedures and results.

PROCEDURES

Overview

Phase II of Project S. E. T. is designed to:

1. Identify the alienated student population.
2. Coordinate the counseling, curriculum, and media models as a functioning, counseling-centered, work-study program.
3. Elicit from and prepare the student for program participation.
4. Develop a vocational profile for each student.
5. Orient business/industrial work supervisors to program concepts.
6. Arrange on-the-job training position for each student.
7. Initiate student attendance to classes.
8. Modify models.
9. Develop a core program responsive to alienated students not being served by existing programs.

The counseling group, following the descriptive guidelines of this proposal and their initial model, will identify a population of 40 to 50 alienated students from Oliver High School. The counselors will be prepared to undertake extensive assistance in adaptive approaches to the varied presenting problems which they will identify as the counseling function is initiated. The student population is expected to demonstrate values, attitudes, personality problems, and perceptions not

conducive to educational, vocational, and social adjustment. They will arrive fresh from a recent educational failure which is an experience that has been cumulative in their life style. Within this framework, counseling will support and guide the student in an adaptive process designed to make possible program participation.

Initial counseling contacts will be directed toward establishing relationships, gaining the trust of the students, and making a comprehensive, written assessment of their educational needs and vocational interests and potential. Assessing individual vocational potential will be accomplished either by consultation with skill-centered teachers and other school professionals or by pre-vocational testing by job-sample technique.

Having identified broad educational and career goals, counseling can then move to a pre-vocational orientation. This will require the counselors to provide a wide range of vocational information and explain the educational preparation necessary to achieve these goals. Pre-vocational counseling will outline in very specific ways expected interview behavior, requirements necessary to work, social attitudes, and employer expectations.

The academic component will be introduced to the student as specifically designed to meet his individual educational needs appro-

priate to his immediate vocational experience, as well as preparation for future higher level vocational achievement. Education's potential for influencing total life style, both esthetic and pratical, will be stressed. Counseling will be characterized by the overall objective of building a positive view of a rewarding process.

Follow up will not be a distinctive, recognizable process in its inception since the counseling function will be continuous during the entire program. Follow up will serve to convey to team members student perceptions, experiences, changing attitudes, and goals. The student's problems, adjustments, and successes will be reviewed, dealt with, recognized, and conveyed to team members in order that the program may be modified and remain responsive to student needs. This process will make extremely important inputs to both curriculum, media, and on-the-job training experience. Information gathered from student and employer contact will be written and distributed to appropriate team members for their consideration. The curriculum and media models will become simultaneously operational as program participation progresses and students are registered for classes. The educational component is designed to motivate and respond to the special academic, vocational, and personal needs of the student who has not been responsive to traditional methods. This was accomplished

through consultation with teachers from local schools and by recognizing that immediacy is an integral component of the student's culture and economic need is his constant companion.

An educational program in Mathematics, English, and Social Studies that supports his vocational experience by initially teaching that which relates to his specific vocational requirements and supplies monetary reward should gain favor with the student and encourage continuous participation.

English grammar, punctuation, and spelling take on new meaning to a student working as an office clerk. It becomes the essential means by which the clerk may become a stenographer or secretary. Basic Arithmetic is the essential academic component to set up work in a machine shop. Social Studies can answer the needs of those positions requiring extensive personal and public contacts. This relevancy has been designed into the academic component as well as stressed in the counseling media. The courses are designed to demonstrate to the working student definite relationships between what he does in class and on the job. The courses are dynamic and comprehensive in order that they will answer future vocational needs at higher levels of employment. The essential approach has been to assist the student himself to recognize and accept the relevancy factor.

Previous research has revealed that, for maximum effectiveness, classes should be three hours in duration, meet daily, preferably in the morning or before the work assignment, and be limited to approximately 15 students. The actual number may be determined by achievement level and behavioral characteristics of enrollees.[4] Project S. E. T. subscribes to such findings, but only within limits that will not affect the dynamic nature of the program to modify as conditions warrant. In order to prepare an appropriate psychological climate, classrooms will be located away from the scene of successive failures (the school) and permit unconvential seating arrangements. Daily attendance will be required, and any absences will be reported the same day to the individual's counselor. While teachers will be certified in the school system, personal characteristics will be of prime importance in selection procedures.

Since standardized tests have been found seriously inadequate for evaluation and measurement of deprived students, this process will be partially subjective and place an additional responsibility on the teachers, to determine student progress by means of group discussion and question and answer sessions.

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[4]The Neighborhood Youth Corps: A Review of Research, United States Department of Labor/Manpower Administration, Manpower Research Monograph No. 13, 1970, pp. 44FF.

For this population, there is general agreement that traditional teaching material and methods are irrelevant and ineffective. This student has some definite, pre-conceived, culturally acquired notions as to what is interesting and, therefore, "worthy" of his attention. Media for his educational use will conform to the student's perceptions of "interesting." Educational material presented in book or formal lecture form has considerable negative connotation to the "alienated student," especially if he is left to his own devices in the learning process. The major problem of this approach is that, even if the student were motivated to learn (which he will not be initially), he doesn't know how to organize his work or study in a manner conducive to learning. In addition, note-taking skills will be lacking, and reading ability will be poor. These considerations dictate that media will present material in a very structured manner, in small units, and by methods designed to conform to a short attention span.

Movies, filmstrips, slides, and pictures hold most appeal for the alienated student and will be used in conjunction with informal discussions. Television is an excellent media since it tends to be pervasive in this student's culture.

Review of Job Corps media and consultation with cooperating business/industry has been productive and made inputs of considerable significance.

Media has developed material and methods to convey basic program concepts to both team members and to school, students, cooperating industry, and the community. Each of these groups represents diverse, vested interests and would perceive the program substantially from their own frame of reference without modifying media factors.

Media will direct prepared information to parents of the students since they may have formulated educational and social values they feel are appropriate for their children. Parents will be informed that the cooperative program will provide necessary remediation to re-cycle the student into mainstream education as well as give him specific work skills appropriate to available positions in business/industry.

School administration and faculty will be concerned with the total effect the program is having on the students. They will be kept continuously informed of student progress by means of statistical and written narrative reports. They will be invited to observe students at work stations and in classrooms. Several such visits will be arranged by the Program Coordinator.

Media will convey program precepts to cooperating employers to stress the training and educational aspects of the total program. This effort will be directed toward continuing and broadening employer participation in order to provide a diverse sampling of vocational

training stations. In some cases, it will be necessary to involve and communicate with labor organizations and win their approval.

Many community groups and agencies are already involved in modifications of this program. Their findings, contacts, and cooperation have been extremely supportive in establishing a program appropriate to our goals and in line with those of the community. Project S.E.T. team members and students will be encouraged to speak with community organizations and businesses and encourage their active participation and cooperation in program concepts and goals.

TIME SCHEDULE

September 1, 1970 to June 30, 1971

Implementation of Phase II

September 1, 1970	Coordinate models into an operable program. Locate and establish business/industrial on-the-job training positions. Teacher selection and orientation. Initiate public relations, communications program. Selection of potential student population. Development of forms for student parent commitment. Arrange an informal meeting of team members and the student population. Counseling model becomes operational.
October 1, 1970	Locate and get commitment on a site for classes. Arrange for students transportation and lunch costs. Develop a vocational potential profile through:

1. Consultation with their exploratory and skill-centered teachers.
2. Prevocational testing by the job sample technique.

Begin prevocational counseling.

Identify broad educational vocational goals.

Present a pre-service orientation for on-the-job training supervisors.

Identify and purchase any special clothing, etc. needed by the students for work performance.

Secure work permits for students and arrange school insurance.

Begin student participation in the educational/vocational model programs.

Continue adaptive and supportive counseling program.

March 30, 1971

Begin follow up study for model revisions.

Collect and analyze all data.

Final revision of models to develop a core program (Project S. E. T.)

Evaluation of Project S. E. T. models and total program.

Prepare proposal for continuation and expansion of Project S. E. T.

Prepare final report.

PERSONNEL

Name-Position	Experience-Project Responsibility
J. C. Olson, Assistant Superintendent For System-Wide Programs	Doctorate; 14 years teaching and administrative experience; Chief Investigator to advise major project activity.
R. G. Lamping, Director, Occupational, Vocational. and Technical Education	Master of Education plus 60 credits; 22 years teaching and administrative experience; coordinate line and/or staff functions pertaining to project implementation.
M. M. Poehlmann, Associate Director, Development Occupational, Vocational, and Technical Education	Master of Science plus 45 credits; 9 years teaching and administrative experience; advise project coordinator on developmental activity; establish and maintain communications system with other divisions having responsibilities related to the development project; set up an evaluation function for the project.
J. B. Pardini, Project Coordinator, Occupational, Vocational, and Technical Education	Master of Education; 11 years administrative and line experience in personnel and vocational guidance and placement. Implement all objectives and time table as set forth under procedures; consult with various line and staff members of the Division in the implementation of any of the developmental phases of the project; coordinate all developmental activities with involved project personnel; establish an in service reporting method on project techniques and progress; write and submit progress reports for project as well as to develop proposals for implementation of Phase III.

Name-Position	Experience-Project Responsibility
L.S. Emler, Program Specialist Writer	Master of Education plus 60 credits; 18 years teaching and 2 years administrative experience; participate in identifying supplementary materials for services in the area of instruction related to basic education such as reading, mathematics, and related curriculum matters; develop a set of materials which can be used for such instruction; consult and maintain contact with industries regarding all learning/ vocational O. J. T. experiences.
T.S. Fernekes Media Consultant	Master of Education plus 14 credits; 6 years teaching; 1 year media specialist in the Teaching Corps; advise, develop, or recommend media materials and program units for training particularly in the area of basic education.
C. D. Connors Clinical Psychologist	Master of Arts in Clinical Psychology; Master of Arts in Philosophy; Ph. D. candidate; 2 years clinical experience; 8 years counseling and 4 years university teaching; initiate a program designed for identification interviewing and recruitment of candidates for pilot programs; work with the program writer and project coordinator in an advisory capacity regarding adjustment and/or vocational counseling; serve in advisory capacity to counseling consultants; design a final counseling model after modifications through student program experience.

Other local personnel, as detailed in the Budget, will serve as resource persons during the development phase. All personnel, as listed currently in service to the Division, are committed to the project as of February 20, 1970.

Counselors (3)	To be hired; implement a program designed to identify, interview and recruit candidates for the pilot program. Continuous adaptive, supportive counseling of students. Develop vocational potential profiles and define educational, vocational, and personal needs of students and communicate to team members. Visit job training sites for feedback from work supervisors and students.
Teachers (3)	To be hired; teach classes of students by use of the educational and media models; visit job training sites and review work requirements as related to the academic component; communicate with work supervisors; evaluate and advise Program Writer and Media Consultant on modifications in line with student needs; when not teaching prog[illegible] students, teachers will conduct remedial classes at Oliver High School for other students identified as potential drop-outs; advise on development of final educational model.

DISSEMINATION

Dissemination of the developmental and implementation activities will proceed in line with procedures now used by the Research Coordinating Unit of Pennsylvania. This will mean that the report and/or devices developed by the project will be available to school systems interested in initiating the project on a pilot basis from a central source, as well as the Pennsylvania School District.

FACILITIES

Project personnel for Phase II will be housed in the Administrative unit of the Pennsylvania School District, O. V. T. Center, 635 Ridge Avenue, Pittsburgh, Pennsylvania 15212. Academic classes will be held in a non-school setting. Both the Junior Achievement Building and Sears, Roebuck and Company have tentatively agreed to make classroom space available.

BUDGET PROPOSAL FOR PROJECT S.E.T.

DEVELOPMENTAL PHASE

SEPTEMBER 1, 1970 TO JUNE 30, 1971

ITEM	AMOUNT TO BE EXPENDED Local	State
I. Instructional Services:		
A. Instructional Salaries:		
Project Coordinator (1)		$ 15,000
Program Specialist/Writer (1)		4,517
Teachers (3)		33,000
Media Consultant (1)		5,000
B. Instructional Supplies	$ 5,000	10,000
C. Rental of Instructional Equipment	-	-
D. Local Supervision		
L. Campbell	770	
D. Demartini	440	
A. Evans	650	
L. Luxner	700	
J. Kudlik	790	
R. Lamping	880	
J. Olson	1,120	
E. Ososky	770	
M. Poehlmann	660	
D. Rothbart	680	
R. Smith	1,500	
E. Burger	1,480	
Marie Kirk	1,340	
Laura Williamson	1,450	
Anthony Gamberi	1,480	
Michael Dimperio	1,430	
Peter Dimperio	1,500	
Helen Evans	1,460	
Crist King	1,440	
Murel Sneed	1,440	
E. Guidance and Counseling Salaries		
Clinical Psychologist (Consultant)		10,000
Counselors (3)		33,000
F. Clerical Salaries		
Clerk-Typist	1,313	5,040
G. Travel		5,000

H.	Other		
	Industrial Reimbursement*		30,000
	Pre-Vocational Testing (job sampling)*		6,000
2.	Fixed Charges		
	A. Rental of Non Public Space for Classes		8,000
	B. Employers Share Employee Benefits 10% x 23,293 10% x 90,557	2,329	9,056
	C. Other Fixed Charges		
	School Insurance* @$12.00/yr. 50 students		600
3.	Not Applicable	-	-
4.	Equipment		
	A. Instructional Equipment NOTE: Equipment list attached		3,035
5.	Other Costs		
	A. Utilities Phone service Prorata	500	500
	B. Custodial	5,000	
	C. Tuition and/or other Student charges*		750
	D. Traine Transportation*		5,100
	E. Printing	1,250	630
	F. Other Miscellaneous		
	Office Supplies	1,250	1,000
	Special Clothing*		1,000
		$38,622	$186,228

*1-H; Industrial Reimbursement, to industry for verified time of on the job work supervisors in the training of students.
1-H; Pre-vocational Testing, Purchased service, not to exceed three weeks per student. A comprehensive vocational potential profile is developed through try-out on a wide variety of simulated job samples.
2-C; Liability insurance for students.
5-C; Payment of $1.00 per day for deprived student's lunches for a period of three (3) weeks.
5-D; Student transportation to job site and academic classes located away from their school.
5-F; Special clothing or equipment that may be needed for job performance.

INSTRUCTIONAL EQUIPMENT

1 Norelco Cassette Tape recorder	$ 38.00
1 8 plug listening post (used with a reel to reel tape recorder)	60.00
2 instamatic cameras Model 124	43.00
100 rolls of film for instamatic @$1.50/roll	150.00
Developing 100 rolls of film	150.00
1 Polaroid Camera	20.00
100 rolls of Polaroid film @$2.50/roll	250.00
1 8mm. movie camera Kodak M-12	30.00
1 8mm. projector M-80	184.50
1 Technicolor film-loop projector	109.50
Graphic materials	2,000.00
	$3,035.00